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Social and Emotional Learning Assignment Descriptions

EDU 7150 WB00

Winter 2022

In this course, your grade will be a composite of assessments from three sets of learning activities:

(A) Module-by-Module Self-Evaluations of your Learning & Check-Ins (5-20%);

(B) Final Project (50-75%); and,

(C) Synthesis of Learning (10-25%).

Welcome to the assignment descriptions

In this document, all assignments, deadlines and expectations are outlined. Students have commenting privileges in the document but cannot write directly in the body of the text or revise anything the professor has written. **Students are invited to share ideas for revision to the assignment descriptions.**

Please note that justifications are required for self-evaluations (submitted in a Brightspace Survey at the end of each module) and the final reflection on your learning in this course. The professor will review these justifications and reserves the right to change these grades after reviewing evidence and consultation with the student. As future leaders, one of the central goals of this course is to equip you to evaluate your learning and encourage deep reflection on your professional practice as a leader, which is why you will practice rigorous self-evaluation and the provision of meaningful feedback peers in this course.

Flexible Grading

All scores on exams and assignments will be based on 100 points. The final grade for each term will be determined by a formula chosen at the beginning of the semester by each student subject to the above constraints.

It is recommended that you refer to the assignment descriptions below to reflect on submission dates, expectations, and your workload to inform your decisions on selecting a weight for each item.

Each student will receive a copy of their private grade book (excel sheet) to submit their weightings and to track their grades through SharePoint. Within this document, the excel sheet will add your balances for you. So don't worry about the math just yet.

Date	What is due?
January 23, 2022	Module 1 Self-Evaluation & Check-In with Learning Community
February 6, 2022	Share annotated bibliography with your learning community for feedback from colleagues and teaching team.
February 6, 2022	Module 2 Self-Evaluation & Check-In with Learning Community
February 27, 2022	Module 3 Self-Evaluation & Check-In with Learning Community
March 13, 2022	Module 4 Self-Evaluation & Check-In with Learning Community
March 20, 2022	Draft of final project submitted to your house so that one colleague can offer constructive feedback
March 25, 2022	Deadline for the provision of constructive feedback to your peer on their final project
March 27, 2022	Module 5 Self-Evaluation & Check-In with Learning Community
March 27, 2022	Evaluation of the usefulness of the feedback you received from your peer on your final project
April 2, 2022	Share final version of Final Project with professor for evaluation
April 9, 2022	Module 6 Self-Evaluation
April 9, 2022	Submit synthesis of learning

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A: Check-in & Self-Evaluation

Introduction

There are six learning modules in this course, each taking two weeks to complete. At the end of each module, you will choose from a set of possible paths for synthesizing and sharing your learning and, generally, making your learning progressions meaningful. These are always listed on the *Take Action* page in each course module as your *Choice Board*. You will also meaningfully engage with a colleague's post on the discussion board (e.g., respectfully add new insights/research/perspectives).

Self-Evaluation

You will self-evaluate your learning in each module. Each Choice Board activity is designed to take between 30 minutes and one hour to complete. The process of reflecting on your learning and giving yourself a grade should take about 15 minutes.

Once you have completed your choice-board activity and completed your professional learning community check-in, you are asked to self-evaluate using a Brightspace Survey.

More detailed information on the learning community check-in is provided below.

The deadlines are listed here for your information, but you only need to do three things at the end of each module where this activity is concerned:

(A) Complete the choice-board activity;

(B) Check-in to your professional learning community;

(C) Complete your self-evaluation in Brightspace

Professional Learning Community

Given that this is a rather large course, delivered entirely online, you have been assigned to Professional Learning Communities as a way to support meaningful exchange and a sense of belonging in the course. In online courses, especially ones with large class size, we have to make deliberate instructional design choices that minimize feelings of social isolation. We know that if students feel left out or distanced from the learning, from the instructor, or one another, their satisfaction with the course will be low and most importantly, they will learn less than they could have learned. We will assign each of you to a Learning Community for these reasons.

Your professional learning communities will be assigned after week 1 of the course. You will be grouped within Brightspace and provided with discussion boards to communicate with your colleagues. Within these groups, you can ask questions, check in, and support one another (along with the support of the teaching team).

The professional learning communities will be set up based on Pope-Ruark's adaptation of an Agile project management approach to an academic setting (for more information on this approach, check out her book, Agile Faculty). This approach encourages the incremental progress of a project. First, breaking down the steps, setting attainable goals, and communicating those goals with a team. Connecting with your learning community roughly every two weeks will act as your meeting to discuss your progress and new goals to complete over the next module.

In adapting this approach to the current course, some weeks, you will have prescribed steps to take (outlined below), while in other modules, you will set your own goals based on your current needs.

In each module, you will be required to check in to your professional learning community. These groups will be assigned after week 1 of the course (January 17). These groups will provide an opportunity for collaborative learning and support. This is not a group assignment, rather a chance to support each other in your learning in the course.

Each week you will have a PLC discussion board to post two things.

1) Your progress on your individual goals for your final project from the previous module
    a) What was completed?
    b) What changed? What went well? What didn't?
    c) What questions do you have?
2) Your individual goals to complete during the next module towards completing your final project.

These posts should be reasonably concise and can be written in point form. You are encouraged to support/comment on each other's posts providing constructive feedback, food for thought, or a new perspective/article that may be useful. We all have different areas of expertise and perspectives; therefore, this is a crucial opportunity to learn from one another. You will be graded based on answering the above questions and your engagement with your colleagues within your community.

Below are the required activities for these check-ins within your professional learning community

Module	**Activity**
Module 1 (due January 23)	Project selection, topic selection
Module 2 (due February 6)	Annotated Bibliography (at least 10 sources)
Module 3 (due February 27)	Rough outline of paper/resource
Module 4 (due March 13)	Student-directed goals
Module 5 (due March 27)	Student-directed goals
Module 6 (due April 9)	Final check-in (ungraded)

Rubric

	No	**Yes**
Thoughtful engagement with the PLC questions		
Engagement with colleagues		
Thoughtful reflection on goals or recommended activities		

B: Final Project

You may complete this project individually or in groups of 2-3.

Introduction

As educators, we must know how to read, critique, understand and synthesize information that we gather from multiple sources. One way to strengthen our understandings of what we learn is to create a product based on our learning.

In EDU 7150 WB00, you will strengthen your research, communication, and organization skills by creating either a research paper OR a learning resource. As the major assessment for this course, we hope that the planning, creation, and reflection on your work allows you to build new knowledge, skills, and apply your learning to your own professional context, thus linking theory and practice.

Learning Objectives

Through this work, it is expected that you will….

- Use UOttawa Research Databases to conduct research on your topic that will inform the content and focus (access all library resources at biblio.uottawa.ca; suggested databases for Research in Education include ERIC, Scholar's Portal, Web of Science, and Proquest; This LibGuide for Graduate Students in Education is very helpful)
- Learn new information and perspectives through your research
- Construct a synthesized understanding of ideas using multiple sources of reliable information
- Communicate your learning on a particular topic to a particular audience (academic or professional)
- Engage in and develop your time management, organization, and communication skills in each module, documenting your progress and setting goals for the completion of your final project. You may choose to create a journal to document your progress.

Description of the Project

Using information from course readings, and from your independent research of pertinent scholarship, you will create either a research paper OR a comprehensive resource. Each will be discussed in detail below. I hope that in providing you with these options, you are able to make this project meaningful to your educational and professional journeys.

This final project will act as a self-directed learning project for this course. You will be able to deeply explore a topic within social & emotional learning. In each module, you will be given steps to take towards the completion of this assignment. This is where you will support one another within your professional learning communities. Some modules will have required (graded and ungraded) components you must complete (e.g., project selection, topic selection, annotated bibliography, etc.); While in other

modules there will be suggested steps, but more flexibility in creating your own progress goals.

For both projects, you will follow a similar trajectory. However, how you compile the information will be different (discussed below). You will engage in finding empirical/peer-reviewed literature to explore a topic related to SEL. From this in-depth research, you can either create a research paper where you take a stance and argue your perspective with supporting evidence OR you will compile the information you find into a practical learning resource for your field (e.g., teachers may find it useful to have a handbook on mindfulness in the classroom or a handbook on building positive relationships for particular grade levels). For either project you will need to have a rationale for why this topic is important, supported by your research findings.

This is the major assignment for the course. There are three components.

- *Professional Learning Community:* (Contributions are due each module; instructions will be posted each module and here in your assessment notebook; the information can be found above)
- *Annotated Bibliography*
- *Research Paper / Learning Resource:* (Due Draft to your Professional Learning Community by Sunday, March 20; Due for Final Evaluation on Sunday, April 2)

Peer Review of Feedback

The final 5% in this category will be assigned by a peer after you have provided constructive feedback on the draft of his/her digital learning resource.

In all cases, students will submit their evaluations using this Brightspace Survey.

Annotated Bibliography

You may do this assignment individually or in groups of up 3 people.

For the annotated bibliography, you will be required to source 10 articles/book chapters on your chosen topic. You will then provide a brief (max. 250 words each) summary of the resource and how it might inform or not inform your final project. For more information on annotated bibliographies check out: https://guides.library.cornell.edu/annotatedbibliography.

Your annotated bibliography should include:

- Introduction: What is your topic and why is it relevant to your professional practice
- 10 empirical/peer-reviewed articles or book chapters on your topic
- Conclusion: Your summary & evaluation (max. 250 words each)
- A full APA (6th or 7th ed) citation

Annotated Bibliography Rubric

	Let's chat	**Needs Improvement**	**Satisfactory**	**Good**	**Excellent**
Topic & Rationale (a couple of sentences to situate your research area)	Topic is unclear and rationale is not provided	Topic is unclear and rationale is tangentially related	Topic written with limited degree of clarity and rationales is provided.	Topic written with some degree of clarity and rationales is provided.	Topic is precise and clearly written with a clear rationale/background.
Number & Quality of Articles	The ten articles met none of the following criteria: recent, high quality, peer-reviewed, & empirical journal articles.	The ten articles met one or two of the following criteria: recent, high quality, peer-reviewed, & empirical journal articles.	The ten articles met some of the following criteria: recent, high quality, peer-reviewed, & empirical journal articles.	The ten articles met most of the following criteria: recent, high quality, peer-reviewed, & empirical journal articles.	The 10 articles were recent, of high quality, and met the requirements for peer-reviewed, empirical journal articles
Summaries (~150-200 words each)	Summaries unclear and not reflective of the studies key elements No engagement of critique	Summaries capture limited key elements of each study Critique is unclear	Summaries capture some of the key elements of each study Critique of the study is limited	Summaries are clear and capture most of the key elements of each study. Engaged in some critique of the study	The summaries are clear & captured all of the key elements of each study in a succinct way. Engaged in a thoughtful critique of the study

Conclusion (Synthesize the findings; ~1 paragraph)	Links mentioned in the conclusion do not align with findings from the studies No outcomes are mentioned Limitations are not relevant to the research and the field explored.	Some findings are mentioned, but clarity is lacking Outcomes are unclear Little to no acknowledgment of the limitations of the research and the field	Brings together some of the findings Outcomes notes for some of the studies Limited acknowledgment to the limitations of the research and the field	Brings the findings together with some degree of clarity Outcomes noted for each study Highlights some of the limitations of the research and the field	Brings the findings together really clearly Clear outcomes noted for each study Succinctly highlights some of the limitations of the research and the field
Writing style	Major writing problems, hard to read Imprecise language throughout, point being made is hard to understand Many typos and spelling errors	Grammatical/paragraphing needs improvement Imprecise words/ wordiness Enough typos and spelling problems that the thread of argument is sometimes lost	Some sentence structure/grammatical problems Some imprecise words/repetition Spelling errors/ typos	Well-written sentences, few grammatical problems. Very good word choice A few spelling mistakes/typos	Well-written sentences, no grammatical problems. Precise word choice. Virtually no spelling mistakes or typos.
APA	Bibliographic citations need a lot of work	Quotes and bibliographic citations need work	Some citation errors	Citations and bibliography are done properly for the most part	Citations and bibliography are done properly

Research Paper / Learning Resource

Below are descriptions of the options for this project. Along with the requirements for the assignments.

Research Paper

For this option, you will research and write on a topic related to SEL. Here you will have a thesis/argument and then support this with the literature/research you find. This paper will include defining the main focus/foci, and positioning yourself, and supporting your position. Additionally, you will elaborate on why/how this topic is relevant to your own professional context and its practical applications.

- Does your paper consider a **social and emotional challenge** relevant to your professional/educational context?
- Does your paper have a clear **purpose** and **audience**?
- Are **SEL concepts** well-defined?
- Is the **thesis/positionality** clear?
- Is the thesis/position well **supported by empirical research**?
- Is your **written communication** clear, logical, concise, and error-free?
- Does your paper make **clear and practical links** to your professional context?
- Are references and in-text citations following APA guidelines?

You are not conducting a research study for this assignment. But rather, surveying the existing research to support your argument.

Learning Resource

For this option, you will create a learning resource focused on a professionally / academically relevant learning challenge. This learning resource can be a text-based object or a digital, multimodal object (e.g., a website, a podcast, a webinar) that is designed with the purpose of teaching others particular knowledges, skills, strategies, or dispositions that are essential and pertinent to your professional context and that can be shared.

You will decide your focus and how to design and organize the structure of your Learning Resource. You may also choose the medium or a combination of media for the presentation and sharing of your resource. The following options are recommended--but if you have something else in mind, you are welcome to propose something else in consultation with me to ensure your proposed approach meets course expectations.

1. A **handbook** on a particular SEL topic/practice. Including what the practice(s) is, why it's important, and how to integrate it into your professional practice, with expected outcomes based on the research.
2. An hour-long **Webinar**, video-recorded, and then embedded in a blog post where key ideas, critical questions, and essential resources are synthesized.

3. A **website** where multiple, multimodal information sources are curated
4. A series of three **online tutorials** that include screencasts and/or videos

You will be assessed for your resource's logical cohesion and general communicative effectiveness. Given that your professional expertise will be varied, and that we are not subject matter experts in each of your fields of expertise, this grade is meant to reflect our understanding of your ability to present your ideas using a new medium.

The teaching team will offer constructive commentary related to the content and design of your learning resource, but we will not offer a critique on the finer details of the presentation. Instead, we are focusing on the content and educational aspect of your resource, not the technological ones.

These are questions you should give careful consideration to when designing your Digital Learning Resource:

- Does your resource consider a **social and emotional learning challenge** relevant to you professional/educational context?
- Does your resource have a clear **purpose** and **audience**?
- Are **concepts** well-defined?
- Does your resource include **multimodal elements** (e.g., images, video, text, hypertext) that make its content accessible to a wide range of learners?
- Is your **written/verbal communication** clear, logical, concise, and error-free?
- Does your resource integrate **practical activities for your audience to implement?**
- Does your resource's **design** support, not detract from, learning? For example, is the navigation and presentation logical? Are the font, colour, and style simple, clear, and consistent?
- Is the learning resource complete?
- Are references and in-text citations following APA guidelines?

Final Project Rubric

	Let's chat	Needs Improvement	Satisfactory	Good	Excellent
Topic & Rationale	Topic is unclear and rationale is not provided Intended audience is unclear	Topic is unclear and rationale is tangentially related Intended audience is hinted at	Topic written with limited degree of clarity and rationales is provided. Intended audience is somewhat identified	Topic written with some degree of clarity and rationales is provided related to your professional practice. Intended audience is identified	Topic is precise and clearly written with a clear rationale/background related to your professional practice. Intended audience is clearly identifiable.
Content	Social and Emotional Skills are unclear and not supported, no links to professional practice. Thesis is unclear. Practical links are missing.	Social and Emotional Skills are unclear, linked to professional practice unclear, and support is minimal. The thesis is unclear, and support is limited. Practical links are unclear between the thesis and professional application.	Social and Emotional Skills are somewhat defined, linked to professional practice, and supported. The thesis is somewhat supported and supported with primary and secondary sources. Some practical links are made between the thesis and professional application.	Social and Emotional Skills are defined, linked to professional practice, and empirically supported. The thesis is supported and empirically supported with primary and secondary sources. Practical links are made between the thesis and professional application.	Social and Emotional Skills are clearly defined, linked to professional practice, and empirically supported. The thesis is clearly supported and empirically supported with primary and secondary sources. Practical links are clear between the thesis and professional application.

Visualizations & Descriptions	The description of practical strategies/implications are missing Visualizations/multimodal content irrelevant.	The description of practical strategies/implications are somewhat unclear. Visualizations/multimodal content are not necessary or unclear.	The description of practical strategies/implications are presented. Visualizations/multimodal content are somewhat relevant and appropriate.	The description of practical strategies/implications are clearly presented. Visualizations/multimodal content used appropriately, and adhere to some reporting standards, where appropriate.	The description of practical strategies/implications are succinct and clear. Visualizations/multimodal content are clear, used appropriately, and adhere to reporting standards, where appropriate.
Conclusion	Links mentioned in the conclusion do not align with research presented. Limitations and implications are not relevant to the research and the field explored.	Some research and applications are mentioned, but clarity is lacking Little to no acknowledgment of the limitations or implications of the research and the field	Brings together some of the research and practical applications Limited acknowledgment to the limitations of the research and the field	Brings the research and practical applications together with some degree of clarity Highlights some of the limitations of the research and the field	Brings the research and practical applications together really clearly Succinctly highlights some of the limitations of the research and the field
Writing style	Major writing problems, hard to read Imprecise language throughout, point being made is hard to understand Many typos and spelling errors	Grammatical/paragraphing needs improvement Imprecise words/ wordiness Enough typos and spelling problems that the thread of argument is sometimes lost	Some sentence structure/grammatical problems Some imprecise words/repetition Spelling errors/ typos	Well-written sentences, few grammatical problems. Very good word choice A few spelling mistakes/typos	Well-written sentences, no grammatical problems. Precise word choice. Virtually no spelling mistakes or typos.

APA	Formatting needs a lot of work Bibliographic citations need a lot of work	Formatting needs work Quotes and bibliographic citations need work	Some formatting errors Some citation errors	Formatting and headings are done properly for the most part Citations and references are done properly for the most part	Formatting and headings are done properly Citations & references are done properly

C: Synthesis of Learning

Introduction

Due to the topic of the course, social and emotional learning, this reflection will focus on your own learning and engagement with the course topics. One of the objectives of this course is to provide you with an opportunity to reflect on and potentially develop your own social and emotional competencies. Social and emotional learning focuses on skills, which are something we can work on developing throughout our lives.

Synthesis Reflection

At the end of the course, **you will be asked to reflect on your learning and your own social and emotional competencies (1500 words).**

The synthesis of learning will provide you with an opportunity to:

- Reflect on your **social and emotional competencies (/3)**
    - What have you learned about your own skills?
    - Have they developed/changed over the term?
    - Have you set new goals to develop particular skills?
- Reflect on your **learning and engagement (/3)**
    - What are your key takeaways from the course?
    - What did you learn from your professional learning communities?
- Reflect on the **application** of SEL to your professional life (/3)
    - What skills are valued in your profession?
    - What skills might be useful?

Criteria for Evaluation

- Reflection on the 3 main areas of reflection noted above (/9; 3 points per section as noted above)
    - Focused reflection on specific skills, learning experiences, and applications.
    - Well-formed reflections focusing on outcomes or future goals.
    - Concrete examples to support reflections (e.g., what it looks like, steps taken, etc.).
- Clarity of logic, structure, and prose (/3)
    - Does the synthesis flow?
    - Clear, concise & Succinct?
    - Did you follow APA formatting regulations (e.g., headings, hyphenation, numbers, quotations, etc).