EDLT 6230: Course Project

As part of our course, you will engage in a collaborative project to author an open-source book hosted on edtechbooks.org. This book will serve as a resource for educators, researchers, and anyone interested in understanding and influencing the complex relationships between technology, education, and society.

Project Goals

1. **Critical Engagement and Original Thought:** Learn to move beyond summarizing existing research to develop and articulate their own ideas, interpretations, and connections.

2. **Creative Exploration**: Creatively express your original thinking, integrating multimedia elements that enhance the reader's engagement and understanding.

3. **Collaborative Learning:** Foster collaboration through peer review, editing, and the collective goal of producing a high-quality, innovative, open-source resource.

4. **Practical Application:** Contribute to a real-world project that challenges you to think critically and creatively, impacting the field of educational technology.

5. **Open Knowledge Creation**: Promote the creation of open educational resources that blend rigorous research with innovative ideas.

Chapter Topics

The anchoring question for our course—and the book—is:

How does the interplay between technology, education, and society shape our present and future, and how can we critically engage with these changes to design a more equitable and informed society?

Each chapter will respond to some part of this question, exploring both the research literature and your original ideas that synthesize and connect technology, education, and society. **Chapters are not summaries of existing research and theory; you are expected to contribute original ideas, interpretations, and connections that advance the discourse on your chosen topic.** This does not mean that chapters should not refer to or build on current research and theory. Rather**, chapters should reflect a deep engagement with the material, where you critically assess existing theories while proposing new perspectives or solutions.**

Assignment Parts

You will co-author one chapter in the book. Each chapter may be written by 2 or more authors, but there will be higher expectations for chapters written by larger groups. The chapter will include a multimedia product that extends the text.

You will also participate in a peer-review process, critiquing and providing constructive feedback on another chapter. This process will help refine ideas and enhance the overall quality and coherence of the final book.

Chapter Sign-up

As you participate in class, reading and discussing each topic, think about your experiences and questions as they connect to the content. You will have opportunities to share and collaboratively develop your ideas through assignments in Packback and Perusall. You may find a discussion around a question in Packback to be particularly insightful or make a connection between readings in Perusall.

You may also use AI to help you explore ideas. Try having conversations with LLMs (such as ChatGPT, Claude, Gemini, or Copilot), explaining your own ideas and having the LLM help you develop it further.

If you have an idea, find a collaborator(s) and add it to the sign-up sheet. You may want to collaborate with someone who has been in discussions around the idea.

Ensure that your idea is distinct from others on the sign-up sheet; our book should cover a range of ideas and topics.

Sign up for a chapter by the 11th week of class.

Chapter Proposal

Submit a proposal outlining the topic of your chapter, its relevance to the course's anchoring question, and a brief description of the multimedia element you plan to include. Additionally, highlight the original ideas or connections you intend to explore. The proposal should clearly define the scope of your chapter, how it will contribute new insights or perspectives, and how it will advance the conversation on the chosen topic.

The proposal should address the following:

- What existing research and theory forms the foundation of your chapter?
- How will you extend existing research to explore a new insight or connection?
- How will your chapter illuminate the anchor question (see above)?
- What type of media product will you include in your chapter and how will it enhance the content?

Chapter Draft

Write a complete draft of your chapter, including a rough version of the multimedia element. The draft should be approximately 2,500 - 5,000 words and must include citations from relevant literature, alongside your own original analysis and ideas.

Focus on developing a clear argument that is both informed by existing research and extends beyond it to introduce new insights, interpretations, or connections. Ensure your chapter demonstrates critical thinking and originality.

Peer Review

Independently complete a peer review of another chapter. Your review should address the clarity and depth of the content, the originality of the ideas presented, the effectiveness of the multimedia element, and suggestions for improvement.

Be constructive and specific in your feedback. Pay particular attention to how the author has developed their own ideas and connections, alongside their use of research.

Your peer review should be 1-2 pages long. Include a brief summary of the chapter followed by specific feedback. You may use bullet points or other formatting to make the review easier to read.

Final Chapter

Revise your chapter based on peer feedback and finalize the multimedia element. The final draft should be polished, well-organized, and ready for publication.

Adhere to ethical guidelines in research and content creation. Ensure that all sources are properly cited, and that multimedia elements do not violate copyright laws.

Check all links for accessibility and adjust formatting to fit the book guidelines.

Assessment

You will receive credit and feedback for each part of the project. The following will be used to assess each part.

Chapter Sign-up

You will receive full credit if completed by the deadline.

Chapter Proposal

You will be graded using the following checklist:

- Is the topic clearly defined and directly relevant to the course's anchoring question?
- Have you identified and engaged with relevant research and theory that will form the foundation of your chapter?
- Have you clearly outlined a novel insight, idea, or connection that extends beyond existing research?
- Have you provided a clear and creative description of the planned multimedia element?
- Will the chosen media element enhance the reader's understanding of the topic?

Chapter Draft

You will receive full credit for submitting a complete draft. You will also receive feedback, including information as to how the chapter would score on the final project rubric.

Peer Review

Criteria	Exemplary	Proficient	Developing	Needs Improvement
Clarity and Specificity of Feedback	Feedback is exceptionally clear, detailed, and specific. Each point is well-articulated, making it easy for the author to understand and apply the suggestions.	Feedback is clear and specific, with most points being well-articulated. Minor areas may lack detail but are still understandable.	Feedback is somewhat clear, but lacks specificity or detail in places, making it harder for the author to fully understand the suggestions.	Feedback is unclear, vague, or lacking in detail, making it difficult for the author to understand or apply the suggestions.
Constructiveness of Feedback	Feedback is highly constructive, balanced, and focused on helping the author improve their work. It addresses both strengths and areas for improvement with clear, actionable suggestions.	Feedback is constructive and balanced, with useful suggestions for improvement. It addresses both strengths and weaknesses.	Feedback is somewhat constructive, but may focus more on criticism than constructive suggestions, or lacks actionable advice in places.	Feedback is unhelpful, overly critical, or lacking in constructive suggestions, offering little guidance for improvement.
Depth of Engagement with Content	The review demonstrates deep engagement with the chapter's content, providing thoughtful analysis of the author's arguments, ideas, and use of research.	The review engages well with the chapter's content, offering useful analysis and commentary on the author's arguments and ideas.	The review engages with the content, but the analysis may be superficial or lack depth in assessing the author's arguments and ideas.	The review shows little engagement with the content, offering minimal analysis or commentary on the author's work.
Originality and Insight in Feedback	The feedback provides original insights or perspectives that the author may not have considered, offering valuable new angles for improvement or development.	The feedback offers useful insights and suggestions, though it may not introduce entirely new perspectives for the author to consider.	The feedback is somewhat insightful, but may mostly reiterate common points or suggestions, without adding much original thought.	The feedback lacks originality or insight, offering little beyond general comments or common critiques.
Attention to Multimedia Element	The review provides detailed and constructive feedback on the multimedia element, including how well it enhances the	Offers constructive feedback on the multimedia element, with some suggestions for	Mentions the multimedia element but provides limited feedback on its effectiveness or	Fails to adequately address the multimedia element, offering little to no

chapter and suggestions for improvement or better integration.	enhancement or better integration.	integration, with few suggestions for improvement.	feedback on its effectiveness or integration into the chapter.

Final Chapter

Criteria	Exemplary	Proficient	Developing	Improvement
Clarity and Relevance of Topic	The topic is clearly defined and highly relevant to the course's anchoring question. It demonstrates a deep understanding of the interplay between technology, education, and society.	The topic is clear and relevant to the course's anchoring question. Some aspects of its connection to the interplay may need further clarification.	The topic is somewhat relevant but may lack clarity or a strong connection to the course's anchoring question.	The topic is unclear or lacks relevance to the course's anchoring question.
Use and Integration of Sources	Sources are expertly selected and integrated seamlessly into the chapter. The chapter uses a variety of credible sources, effectively supports arguments, and demonstrates an advanced ability to synthesize information from multiple perspectives. Proper citation is consistently applied.	Sources are well-chosen and effectively integrated into the chapter. The chapter uses credible sources to support arguments and demonstrates a solid ability to synthesize information. Citations are generally correct with minor errors.	Sources are used, but may not be well-integrated or fully support the arguments. The selection of sources may be limited or somewhat inappropriate. Citations are present but may contain errors or inconsistencies.	Sources are poorly chosen or inadequately integrated. The chapter lacks sufficient support from external sources, and citations are frequently incorrect or missing. The student shows little ability to synthesize or analyze sources.

Creative and Original Thought	The chapter demonstrates exceptional creativity and originality. The ideas presented are innovative, insightful, and offer fresh perspectives on the topic, effectively challenging conventional thinking.	The chapter shows creativity and originality in many aspects. The ideas are interesting and reflect the student's ability to think beyond standard interpretations, though some ideas may be more conventional.	The chapter presents some original ideas, but they are not fully developed or are somewhat conventional. Creativity is present but may lack depth or innovation.	The chapter demonstrates minimal creativity and originality. The ideas are largely conventional, and the student struggles to offer new perspectives or insights.
Critical Analysis and Argumentation	The chapter offers thorough and insightful critical analysis. Arguments are well-structured, logically sound, and supported by strong evidence. The student effectively anticipates counterarguments and addresses them convincingly.	The chapter provides clear and logical analysis. Arguments are generally well-structured and supported by evidence, though some points could be further developed or refined.	The chapter offers some critical analysis, but arguments may be underdeveloped or lack sufficient support. The analysis may rely more on description than critical engagement.	The chapter demonstrates limited critical analysis. Arguments are weak, poorly structured, or lack sufficient evidence, often being overly descriptive with little analytical depth.
Relevance and Integration	The media product is highly relevant to the chapter's content and is seamlessly integrated. It significantly enhances the reader's understanding and engagement with the topic.	The media product is relevant and integrated into the chapter, though it may not fully enhance the content as effectively as it could.	The media product is somewhat relevant but may not be well integrated or may add limited value to the chapter's content.	The media product is irrelevant to the chapter's content, poorly integrated, or does not enhance the reader's understanding or engagement.
Visual Formatting of Chapter	The chapter is visually well-formatted, with consistent fonts, headings, spacing, and alignment. The layout is clean and	The chapter is mostly well-formatted, with minor inconsistencies in fonts, headings, or spacing. The layout	The chapter has some visual formatting issues, such as inconsistent fonts, headings, or spacing, which may	The chapter is poorly formatted, with significant inconsistencies or issues in visual layout, making it

	professional, enhancing readability and engagement.	is clear and generally enhances readability.	detract from readability and engagement.	difficult to read and less engaging.
Accessibility of Links	All links are fully accessible, functional, and appropriately placed within the chapter. They enhance the reader's experience by providing valuable, relevant resources.	Links are mostly accessible and functional, with minor issues in placement or functionality. They contribute to the reader's experience but could be better integrated.	Some links may be inaccessible, broken, or poorly placed, limiting their usefulness or disrupting the reader's experience.	Links are frequently inaccessible, broken, or missing, significantly detracting from the reader's experience and the chapter's credibility.
Ethical Use of Content	The chapter adheres strictly to ethical standards, including proper citation of all sources, compliance with copyright laws, and respectful use of all content. No content is used unlawfully.	The chapter generally adheres to ethical standards, with minor issues in citation or content use that do not constitute serious violations of copyright or ethical norms.	The chapter shows some lapses in ethical content use, such as incomplete citations or questionable use of copyrighted material, needing revision to avoid potential issues.	The chapter fails to adhere to ethical standards, with significant issues in citation, copyright compliance, or the unlawful use of content, requiring substantial revision.