

**GEORGE MASON UNIVERSITY**  
Division of Learning Technologies  
College of Education and Human Development

EDIT-574-5T1

Digital Collaboration Applications: Web conferencing, 1 Credit Hour  
Spring 2013

January 7-20, 2013 (Mon. & Wed. 7-9 PM EST; Sat. 10-Noon EST)

Location: Online [via MyMasonPortal/Courses](http://www.gmu.edu/myMasonPortal/Courses)

**Professor:** Cynthia Crenshaw, Ph.D.

**Office hours:** By appointment (Mon.-Thurs. 10AM-8 PM EST, Fri.-Sat. 10AM-5 PM EST)

**Office location:** Online

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### **COURSE DESCRIPTION**

A. Prerequisites/Corequisites: None

B. Course description: Provides basic knowledge of the range of capabilities of available social networking, teleconferencing, and collaboration applications. Students learn to integrate the latest information and communication technologies into the creation of instructional products.

### **TECHNOLOGY REQUIREMENTS**

Students must have access to the following technologies for the successful completion of this course at a distance:

- A personal computer with at least 1.0 GHz speed, 250 Mb RAM, an audio board, and Ethernet enabled.
- A Microphone/speakers or USB headset, preferably with echo cancellation.
- A video camera compatible to the computer used for the course.
- Safari, Firefox or Internet Explorer web browser (a the most recent version).
- Java.
- Flash Player.
- Adobe Acrobat Reader.
- Microsoft Office PowerPoint.
- Access to high speed Internet without the interference of an enterprise firewall.
- System requirements can be checked prior to first webinar session. [See <http://tinyurl.com/wcfirsttime>]

## **DELIVERY METHOD**

This course will be delivered via Blackboard Collaborate housed within the Blackboard learning management system on the MyMason portal site. The course site will be open to students 48 hours before the course start date. To access the course, go to the MyMason portal [login](#) page. Type in your Mason email user name and password, then click on the COURSES tab at the top of the page to see your list of courses. Select **EDIT 574 Social Media and Digital Collaboration Applications: Web Conferencing** and follow the instructions on the course welcome page.

## **LEARNER OUTCOMES:**

This course is designed to enable students to:

- Identify best practices for using social networking, teleconferencing, and collaboration applications
- Select social networking, teleconferencing, and collaboration applications to support instructional strategies for education/training
- Use the main features and functions of the relevant software application for their optimal uses

## **APPLICATION-SPECIFIC OUTCOMES**

This web conferencing course is designed to enable students to:

- Recognize the features and best practices of preparing and moderating different types of virtual learning events.
- Demonstrate competency in preparing and facilitating a synchronous lesson.
- Employ effective virtual collaboration and communication skills.
- Evaluate technology features and best practices of synchronous learning and facilitation.
- Defend online learning as a viable learning method for 21<sup>st</sup> century teachers and students.

## **PROFESSIONAL STANDARDS:**

### **1. Instructional Design Competencies (IBSTPI)**

This course adheres to the standards for instructional design competency of the International Board of Standards for Training, Performance, and Instruction (IBSTPI). The complete list of IBSTPI standards is located at [http://www.ibstpi.org/Competencies/instruct\\_design\\_competencies.htm](http://www.ibstpi.org/Competencies/instruct_design_competencies.htm).

## **REQUIRED TEXT**

Hofmann, J. (2004). *The Synchronous Trainer's Survival Guide: Facilitating Successful Live and Online Courses, Meetings, and Events*. San Francisco, CA: Pfeiffer. Text may be ordered via the Mason [bookstore](#) or via the book vendor of your choice.

Other readings and resources will be posted.

## **MAJOR COURSE ASSIGNMENTS (Total 100 points)**

1. Personal Live Introduction (5 points)
  - a. Deliver a 1-2 minute introduction during first webinar session (i.e., a live online class where the instructor and students interact via a web-based technology.)
  - b. Prepare content about yourself and load it into the session. See template and example for guidance.
  - c. Utilize the audio and video capabilities.
2. Assigned readings, discussion forums, and quizzes (20 points)
  - a. From the required text and other posted readings and resources.
3. Attendance and participation in course webinar sessions (10 points)
  - a. Demonstrate engagement by utilizing emoticons, hand raise, step away, chat, audio, video, polling, and whiteboard tools consistently and appropriately throughout the webinar sessions.
4. Blackboard Collaborate: Getting Started asynchronous course (5 points)
  - a. Enroll in the course. [See <http://tinyurl.com/AsynchCourse>]
  - b. Complete related discussion forum topics and quiz items.
5. Recorded Synchronous Lesson Assignment – Group Work: Triads (30 points)
  - a. Present and record 1 synchronous lesson to 2 classmates role-playing as Participants. (10 points)
  - b. Use the Synchronous Facilitation Assessment Rubric as your guide for preparation and self-evaluation.
  - c. The lesson should be 5-10 minutes in length.
  - d. Peer review 2 classmates' recordings using the Synchronous Facilitation Assessment Rubric as your feedback guide. (10 points for each review)
6. Final Presentation: Live Facilitation Exercise (30 points)
  - a. Facilitate a 5-10 minute lesson during the final course webinar sessions.
  - b. Peers will provide verbal feedback.
  - c. The professor will utilize the Synchronous Facilitation Assessment Rubric to evaluate the final presentations.

## **GRADING**

Summary of Grading - Total points 100

1. Personal Live Introduction - 5 points
2. Assigned readings, discussion forums, and quizzes-20 points

3. Blackboard Collaborate: Getting Started asynchronous course - 5
4. Recorded Synchronous Lesson Exercise - 30 points
5. Attendance & participation-10 points
6. Final Presentation: Live Facilitation Exercise - 30 points

Grading Scale: The grading scale used in this course is the official George Mason University scale for graduate-level courses. Decimal percentage values  $\geq .5$  will be rounded up (e.g., 92.5% will be rounded up to 93%); decimal percentage values  $< .5$  will be rounded down (e.g., 92.4% will be rounded down to 92%). A = 94-100; A - = 90-93; B+ = 86-89; B = 83-85; B- = 80-82; C = 70-79; F = 69 and below

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance

students' personal experience and academic performance [See <http://caps.gmu.edu/>].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

*The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.*

<http://cehd.gmu.edu/values/>

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

## PROPOSED CLASS SCHEDULE

Dates	Topics & Readings	Assignments
Mon. 1/7, 7:00-9:00 PM EST	<b>Webinar Session:</b> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course Overview</li> <li>• Designing for the synchronous classroom</li> <li>• Facilitating and communicating in a synchronous classroom</li> </ul>	Personal Live Introduction  Enroll in Blackboard Collaborate: Getting Started asynchronous course  Readings: Hofmann Chapters 1-2 and other posted readings and resources  * Participate in related discussion forum and quiz items
Wed. 1/9, 7:00-9:00 PM EST	<b>Webinar Session:</b> <ul style="list-style-type: none"> <li>• Managing the synchronous classroom</li> <li>• Review components of Synchronous Facilitation Assessment Rubric</li> <li>• Form triads for Recorded Synchronous Lesson Assignment</li> <li>• Sign up for Final Presentation day and time</li> </ul>	Meet with your triad to prepare and record synchronous lessons  Continue progressing through Blackboard Collaborate: Getting Started asynchronous course  Readings: Hofmann Chapters 3-4 and other posted readings and resources  *Participate in related discussion forum and quiz items
Sat. 1/12, 10:00-Noon EST	<b>Open Online Lab:</b> <ul style="list-style-type: none"> <li>• Continue self-directed learning</li> <li>• Meet with instructor for on-demand support</li> </ul>	<b>Due by midnight EST 1/12:</b> <ul style="list-style-type: none"> <li>• Posted Synchronous Lesson recording for peer review</li> <li>• Synchronous Lesson self-evaluation submitted to instructor</li> <li>• Discussion forum/quiz items completed for Blackboard Collaborate: Getting Started asynchronous course</li> </ul> Readings: Hofmann Chapters 5-7 and other posted readings and resources  *Participate in related discussion forum and quiz items

<p>Mon. 1/14, 7:00-9:00 PM EST</p>	<p>Webinar Session:</p> <ul style="list-style-type: none"> <li>• Best practices for different types of live virtual events</li> <li>• Comparing different web conferencing tools</li> <li>• Engaging your participants</li> <li>• The 21<sup>st</sup> century teacher and student</li> </ul>	<p>Due by midnight EST 1/14:</p> <ul style="list-style-type: none"> <li>• 2 Peer Reviews of Synchronous Lessons</li> </ul> <p>Prepare and practice your final presentation</p>
<p>Wed 1/16, 7:00-9:00 PM EST</p>	<p>Webinar Session:</p> <ul style="list-style-type: none"> <li>• Final Presentations</li> </ul>	
<p>Sat. 1/19, 10:00-Noon EST</p>	<p>Webinar Session:</p> <ul style="list-style-type: none"> <li>• Final Presentations</li> <li>• Course Wrap-Up</li> </ul>	<p>All course assignments due by midnight EST 1/19.</p>

## SYNCHRONOUS FACILITATION ASSESSMENT RUBRIC

CRITERIA	Does not meet standards 1	Meets standards 3	Exceeds standards 4	SCORE
<b>Session Preparation and Management</b>				
Prepare materials, browser windows, and Collaborate layout to effectively support your lesson activities and objectives.				
The learning objectives are clearly stated and measurable. The features and interactions support the learning objectives.				
Load 3 different kinds of content into the Session (PPT, Multimedia file, Quiz, Plan file, or a file to transfer during the session.)				
<p>Start, Pause, Stop recording at appropriate points throughout the session.</p> <p>Announce when the recording will begin.</p> <p>Provide instructions on where participants can access the recording, if appropriate.</p>				
Configure audio and conduct a sound check at the beginning of the session.				
Provide basic technology troubleshooting tips for participants.				



CRITERIA	Does not meet standards 1	Meets standards 3	Exceeds standards 4	SCORE
<b>Effective Teaching Skills</b>				
Acknowledge and respond to participants' throughout the lesson.				
Provide appropriate "Wait Time" for participants.				
Incorporates various learning styles into the lesson.				
Provide frequent and varied opportunities for participant interaction.				
Facilitate collaboration and learning rather than disseminate information.				
<b>Effective Technology Skills</b>				
<p><b>Permissions –</b></p> <p>Give or take away an individual or global permission during the lesson. Provide a clear explanation to participants about what permissions they have and the rationale for the change.</p>				
<p><b>Polling or Quiz –</b></p> <p>Check for understanding by using a polling type or a Quiz. Inform participants if there responses will be visible and shared with others.</p>				
<p><b>Whiteboard –</b> On the Whiteboard, demonstrate the use of either text tool.</p>				

CRITERIA	Does not meet standards 1	Meets standards 3	Exceeds standards 4	SCORE
<p><b>Whiteboard –</b></p> <p>On the Whiteboard, demonstrate the ability to identify who contributed the item. If no Participants are available, verbally describe the process.</p>				
<p><b>Application Share –</b></p> <p>Share an application and explain your rationale for using this feature at this point in the lesson.</p> <p>Provide necessary instructions to participants.</p>				
<p><b>Application Share –</b></p> <p>Give cursor control to a Participant, explain their task, have them perform it, and then take cursor control back.</p> <p>If no Participants are available, verbally describe the process.</p>				
<p><b>Breakout Rooms –</b></p> <p>Create two breakout rooms.</p> <p>Provide a clear explanation to participants about the purpose of the breakout room activity, what is going to happen, how they can get your support during the activity, and what they are supposed to accomplish.</p> <p>Move each participant to a breakout room and provide support during the activity.</p>				

CRITERIA	Does not meet standards 1	Meets standards 3	Exceeds standards 4	SCORE
<p><b>Breakout Rooms –</b></p> <p>Provide clear instructions about when and how the activity will conclude.</p> <p>Move the participants back to the Main room.</p> <p>Copy the Whiteboards from the Breakout Rooms to the Main room.</p> <p>Display the pages so they are captured in the recording.</p> <p>Close the rooms.</p>				
<p><b>Web Tour –</b></p> <p>Toggle the “Follow Me” option so that it supports the learning objective of this activity.</p> <p>Start a Web Tour and Publish the URL to chat.</p> <p>Explain what you are doing and provide appropriate participant instructions.</p>				
<p><b>Additional Feature –</b></p> <p>Demonstrate at least one other feature that supports the learning objectives of the lesson. (e.g., Live Video, Timer, Notes, Graphing Calculator, or Multimedia.)</p>				

Overall Score: \_\_\_\_\_

Comments: