

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

EDIT-574-5T1

Digital Collaboration Applications: Web conferencing, 1 Credit Hour  
Summer B-Session 2013  
June 3-July 24 (Monday-Wednesday)

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

**Office hours:** By appointment (Mon.-Friday 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 (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, journals, and quizzes (15 points)
  - a. From the required text and other posted readings and resources.
3. Attendance and participation in course webinar sessions (25 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 a synchronous lesson to at least 2 classmates role-playing as Participants.
  - b. Use the Synchronous Facilitation Assessment Rubric as your guide for preparation. The lesson should be 5 minutes in length.
  - c. Complete a Self-Evaluation-First Attempt. (10 points)
  - d. Based on professor feedback and self-evaluation, present and record a modified synchronous lesson to at least 2 classmates role-playing as Participants.
  - e. Complete a Self-Evaluation-Second Attempt. (10 points)
  - f. Peer review 2 classmates' recordings using the Synchronous Facilitation Assessment Rubric as your feedback guide. (5 points for each review, 10 total points)
6. Final Presentation: Live Facilitation Exercise (20 points)
  - a. Facilitate a 5-minute lesson during the final course webinar sessions.
  - b. 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, journals, and quizzes-15 points
3. Blackboard Collaborate: Getting Started asynchronous course - 5
4. Recorded Synchronous Lesson Exercise - 30 points
5. Attendance & participation-25 points

## 6. Final Presentation: Live Facilitation Exercise - 20 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
Monday 6/3 Class begins	Self-directed Learning	Review all course materials in Blackboard  Enroll in Blackboard Collaborate: Getting Started asynchronous course
Wed 6/5	Self-directed Learning	Readings: Hofmann Chapters 1-2 and other posted readings and resources *Complete quiz items by 6/12.  First Time Users System Check & Configuration Test Room.  Be prepared to turn on Audio and Video for System Check.
Monday 6/10 Webinar Session 7:00-9:00 PM	<ul style="list-style-type: none"> <li>• Individuals' System Check</li> <li>• Learning How to Learn Online webinar session</li> </ul>	
Wed 6/12	Self-directed Learning	Prepare for your Personal Live Introduction during Webinar session  Readings: Hofmann Chapters 3-4 and other posted readings and resources *Complete quiz items by 6/19.  Use Practice Rooms to prepare for your Personal Live Introduction.
Monday 6/17 Webinar Session 7:00-9:00 PM	Webinar Session: <ul style="list-style-type: none"> <li>• Course Overview &amp; Questions</li> <li>• Personal Introductions</li> </ul>	
Wed 6/19	Self-directed Learning	Readings: Hofmann Chapters 5-7 and other posted readings and resources *Complete quiz items by 6/26.  Prepare individual lesson and practice in the practice rooms.

Monday 6/24- Wed 6/26 NO WEBINAR	Self-directed learning	Meet with small groups at convenient time this week to record your synchronous lesson first attempt. *Self-evaluation due by midnight 6/26.
Monday, 7/1 Webinar 7:00-9:00 PM	Open Online Lab: <ul style="list-style-type: none"> <li>• Continue self-directed learning</li> <li>• Meet with instructor for on-demand support</li> </ul>	Work on Peer Review of synchronous lessons
Wednesday, 7/3	Self-directed Learning	Peer Review Assignments due by midnight 7/3.
Monday, 7/8  Webinar Session 7:00-9:00 PM	Webinar Session: <ul style="list-style-type: none"> <li>• Best practices for managing 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> <li>• Sign up for Final Presentation day and time</li> </ul>	Meet with small groups at convenient time this week to record your synchronous lesson second attempt.
Wed, 7/10	Self-directed learning	Synchronous Lesson self-evaluation for synchronous lesson second attempt due by midnight 7/10.  Prepare final presentation and practice in the practice rooms.
Monday 7/15, Webinar Session 7:00-9:00 PM EST	Webinar Session: Final Presentations	
Monday 7/22, Webinar Session 7:00-9:00 PM EST	Webinar Session: <ul style="list-style-type: none"> <li>• Final Presentations</li> </ul> Course Wrap-Up	All course assignments due by midnight EST midnight 7/23.

## SYNCHRONOUS FACILITATION ASSESSMENT RUBRIC

**Reviewer:**

**Date:**

**Recording Link:**

CRITERIA	Does not meet standards	Meets standards	Exceeds standards
<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.			
Utilize 2 different kinds of content in the Session (PPT, Multimedia file, wbd file, PDF, Word, Excel, Desktop Application or website.)			
Start, Pause, Stop recording at appropriate points throughout the session.  Announce when the recording will begin.  Provide instructions on where participants can access the recording, if appropriate.			
Configure audio and conduct a sound check at the beginning of the session.			
Provide basic technology troubleshooting tips for participants, as needed.			



CRITERIA	Does not meet standards	Meets standards	Exceeds standards
<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>Live Video –</b></p> <p>Preview and transmit video at beginning of session and/or key times where the instructor needs to create more personalization with students. Instructor should present professional, well-lit, centered image.</p>			
<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>			

CRITERIA	Does not meet standards	Meets standards	Exceeds standards
<p><b>Polling –</b></p> <p>Check for understanding by using a polling type. Inform participants if there responses will be visible and shared with others.</p>			
<p><b>Whiteboard –</b></p> <p>On the Whiteboard, demonstrate the use of either text tool.</p>			
<p><b>Whiteboard –</b></p> <p>On the Whiteboard, demonstrate the ability to identify who contributed the item.</p>			
<p><b>Timer –</b></p> <p>Announce how much time you have for an activity, set the timer, and describe where the participants can locate the timer. When timer ends, resume instruction or next activity.</p>			
<p><b>Announcement –</b></p> <p>Send an Announcement to let participants know that there is 1 minute left before an activity concludes.</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>			

CRITERIA	Does not meet standards	Meets standards	Exceeds standards
<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><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>			
<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><b>Breakout Rooms –</b></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>			

CRITERIA	Does not meet standards	Meets standards	Exceeds standards
<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>			

Additional Feedback and Comments: