

GEORGE MASON UNIVERSITY

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Division of Learning Technologies**

EDIT 574 X01: Social Media and Digital Collaboration Applications: Web Conferencing
1 Credits, Summer 2014
4:30pm-7:10pm, Tuesdays July 01 – August 07 Synchronous web meetings

PROFESSOR(S):

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites

- Basic familiarity with computer hardware and software, including use of email
- Familiarity with the use of Blackboard

B. University Catalog 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.

C. Expanded Course Description

Course examines capabilities of web conferencing applications and uses related to teaching, learning and training of adult audiences. Provides students with hands-on experience with technology tools and instructional design principles, guiding students in the development of effective web conferencing-based learning.

DELIVERY METHOD:

This course will be delivered online using a **synchronous** (meaning “real time”) format via the Blackboard learning management system (LMS) housed in the MyMason portal and Adobe Connect web conferencing. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on June 24, 2014.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- A personal computer with at least 1.0GHz speed, 250 Mb RAM
- A microphone/speakers or USB headset and a web camera for use with the Blackboard Collaborate and Adobe Connect web conferencing tools
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Flash Player
 - Java

EXPECTATIONS:

- **Course Week:** Our course week will begin on the day that our synchronous meetings take place as indicated in the Schedule of Classes.
- **Log-in Frequency:** Students must log-in for all scheduled online synchronous meetings. In addition, students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
- **Participation:** Students are expected to attend every class session in real time and actively engage in all course activities throughout the semester, which includes reading/viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should complete the test of their connection to the web conferencing package, microphone and camera prior to the first class session and contact the instructor with any difficulties. Students should expect that they could experience some technical difficulties at some point in the semester. Class sessions will be recorded for later viewing to account for technical difficulties, but are intended as a back-up or refresher only. Any expected absences from class must be approved in advance. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least three times a week** to read announcements, participate in discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Fairfax campus, we

can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.

- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your discussion responses carefully before you post them to prevent others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to:

1. Identify best practices for using web conferencing for training, instruction and meetings in a corporate or higher education setting.
2. Select appropriate web conferencing and collaboration applications to support instructional strategies for education/training
3. Select and use the main features and functions of the relevant software applications for optimal training and collaboration.
4. Design and deliver an effective group training session utilizing audio, video, visuals, web cameras and the main collaboration features of Adobe Connect.

PROFESSIONAL STANDARDS (IBSTPI):

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). Specifically, this course adheres to the following competency and associated performance standard:

1. Communicate effectively in visual, oral and written form
 - a. Deliver presentations that effectively engage audiences and communicate clear messages
 - b. Use active listening skills
 - c. Solicit, accept, and provide constructive feedback
 - d. Facilitate meetings effectively

REQUIRED TEXTS:

Hofmann, J. (2004). *The Synchronous Trainer's Survival Guide: Facilitating Successful Live and Online Courses, Meetings, and Events*. San Francisco, CA: Pfeiffer.

Other readings and resources will be posted.

COURSE ASSIGNMENTS AND EXAMINATIONS:

Synchronous Class Participation (30 points)

Each week you are expected to contribute in a meaningful way to class sessions, both by actively engaging in discussion and in the use of the participant response features of Adobe Acrobat.

Demonstrate your engagement with the class, the instructor and fellow students by utilizing emoticons, hand raise, step away, chat, audio, video, polling and whiteboard tools consistently and appropriately throughout the class sessions.

Individual Introduction (5 points)

Using Adobe Acrobat record and upload a 1-2 minute introduction during the first week of class. Prepare the content about yourself, record the introduction and upload it into the specified location in Blackboard. See the template for guidance on the content. Your introduction should include visuals, audio and the use of a web camera.

These recorded introductions will be available to all class members to view. You are expected to view all of the introductions during that week and provide feedback to in the week's discussion concerning the quality of the camera, lighting and sound of the recording and any other constructive advice you may have about the recording.

Asynchronous Discussion (20 points)

Students will be placed into discussion groups and provided a group discussion area in Blackboard. I will assign you to teams based on your interests, as well as current or future career goals.

Each week you will respond to discussion prompts provided by the instructor. You are expected to contribute in a meaningful way to your group's discussion. Your comments should add to the substance of the discussion by referencing your reactions to class readings and activities, your own experience with web conferencing, your questions and curiosities about technology, or even respectfully but totally disagreeing with the postings or comments of other students and the instructor. Make sure you substantiate your comments with rationale, reasons, research, and wherever possible your own real world experiences with the subject of the discourse.

Active and thoughtful participation in discussions is a required part of your grade. I will evaluate your input based on the quality of your responses, the thoughtfulness of your comments, and the contribution that you make to group discourse.

Group Project (40 points)

The discussion groupings used throughout the course will be also be used for the completion of this group assignment. Each group will develop a 20 minute training experience for the class that illustrates their learning and effective usage of Adobe Connect features. The training session will be conducted synchronously during the last class sessions of the course. Each group member must actively engage in the teaching of the session, with no one member taking primary responsibility for presenting material or

interacting with learners. Each group member's role in the training session must be approved by the instructor in advance and must be clearly delineated at the beginning of the training session.

The subject of the training must be either an academic or professional skill. You are encouraged to select a real world teaching or training need from your professional or volunteering experience. The subject of the training must be approved by the instructor in advance.

Each training module must include effective use of each of the following:

- The whiteboard
- Microphone
- Web Cameras
- A participant guide
- One or more of the collaboration features of Adobe Connect

Groups may use application sharing, web tours, the sharing of documents during the session and breakout rooms as they are appropriate for the training.

In order to successfully complete this assignment, each group should:

- define the audience for lesson
- define the purpose and approach to the material
- agree on the group member's roles and responsibilities in the project
- develop an outline and objectives for the lesson
- define the technology selection process and rationale
- develop teaching materials

Each group will be assigned a private discussion and work space in Blackboard that will include a variety of Blackboard collaborative applications. All digital communication regarding the development and completion of the final group project must take place in this work space, rather than in personal email accounts or collaborative workspace.

Each group will compile a portfolio for their completed project, to be turned in when the lesson is taught in class. This portfolio should include:

- Training objectives for the lesson
- Lesson plan and/or lecture notes
- All teaching materials

Final Reflection (5 points)

Submit a short reflective paper (2-3 pages) regarding the impact of the course work on your thinking and perspectives on web conferencing for training and teaching, your learning process during the course, what surprised you and what didn't, and your own evaluation of your progress during the semester. This is intended to be a personal analysis to help you frame your own thinking about the course, and on the possibilities and limitations posed by the use of web conferencing for training purposes.

Assignment Grades and Due Dates

<u>Assignment</u>	<u>Due Date</u>	<u>Point Value</u>
Class participation	Weekly	30 points
Individual introduction	July 7th	5 points
Asynchronous discussion	Weekly	20 points
Group project	TBD	40 points

Final reflection	August 8th	5 points
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GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. 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.
- d. 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/>).
- e. 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/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to 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 <http://gse.gmu.edu/>.

PROPOSED CLASS SCHEDULE:

Date	Topics	Readings/Assignments for this session	Due
Week 0 6/24-30	Course Welcome and preparations	<p>Explore Blackboard Course site</p> <p>Complete Getting Started activities in Course Welcome</p> <p>Complete Adobe Acrobat connection test and checklist</p> <p>Register for and explore ON 24's Webinar Academy at http://communication.on24.com/webinar-academy?partnerref=navigation</p>	<p>Complete Getting Started activities in Course Welcome</p> <p>Complete Adobe Acrobat connection test and checklist</p>
Week 1 7/1	<p>Introductions</p> <p>Course overview</p> <p>Overview of Web Conferencing applications, features, uses and training considerations</p>	<p>Hoffmann</p> <ul style="list-style-type: none"> - Preface - Introduction - Chapter 1 <p>Watch "Adobe Connect Meeting Overview" video http://www.youtube.com/watch?annotation_id=annotation_856843&feature=iv&src_vid=2syFXr6pRZ8&v=Oyx_hutZtzA</p> <p>Explore Power Presentations Webinar blog videos http://www.power-presentations.com/blog/category/webinar-training</p> <p>Design, record and post individual introduction in designated space in Blackboard</p>	<p>Blackboard group discussion participation.</p>
Week 2 7/8	<p>Whiteboards</p> <p>Use of Audio and Visuals</p> <p>Multimedia Libraries</p> <p>Application Sharing</p>	<p>Hoffmann</p> <ul style="list-style-type: none"> - Chapter 2 - Chapter 3 <p>Watch Webinar Academy "Introduction to Webcasting video"</p>	<p>Student recorded introductions due by 6:00pm Sunday, July 6th.</p> <p>Blackboard discussion</p>

			<p>participation</p> <p>Proposed topic of group training session due by 3:00pm July 7th</p>
<p>Week 3</p> <p>7/15</p>	<p>Chat/Polling</p> <p>Breakout Rooms</p> <p>Web Tours</p>	<p>Hoffmann</p> <ul style="list-style-type: none"> - Chapter 4 - Chapter 5 <p>Watch Webinar Academy video “Best Practices for Using Webcams”</p> <p>Watch Webinar Academy video “How to Deliver Interactive Webinars”</p>	<p>Blackboard discussion participation</p>
<p>Week 4</p> <p>7/22</p>	<p>Social Presence</p> <p>Interaction</p> <p>Collaboration</p>	<p>Hoffmann</p> <ul style="list-style-type: none"> - Chapter 6 - Chapter 7 <p>Watch Adobe Connect’s “Improving Your Online Presentation Skills” video https://onlineevents.adobeconnect.com/_a655548740/p52ksqwqn34/?launcher=false&fcsContent=true&pbMode=normal</p>	<p>Blackboard discussion participation</p>
<p>Week 5</p> <p>7/29</p>	<p>Final Presentations</p>		<p>Blackboard discussion providing feedback to final presenters due by 3:00pm 8/1</p>
<p>Week 6</p> <p>8/5</p>	<p>Final Presentations</p>		<p>Blackboard discussion providing feedback to final presenters due by 3:00pm 8/8</p> <p>Final Reflections due by 3:00pm 8/8</p>

ASSESSMENT RUBRIC(S):

In-Class Discussion and Participation Grading Rubric

<i>Excellent</i>	<i>Expected</i>	<i>Insufficient</i>	<i>Not Evident or Not Completed</i>
<p>Participates regularly and actively in discussions and activities. Promotes conversation focused on the topic. Comments demonstrate a high level of understanding and desire to learn. Listens actively to peers. Prompts peer feedback and input.</p> <p>Makes frequent and independent use of hand raise, step away, chat and audio to engage in discussion and interaction.</p>	<p>Participates in discussions and activities on a regular basis. Questions and comments reveal thought and reflection. Frequently involves peers in discussion.</p> <p>Makes independent use of hand raise, step away, chat and audio to engage in discussion and interaction.</p>	<p>Rarely contributes to discussions. Follows rather than actively participates in discussion. Rarely prompts feedback or input from peers or instructor.</p> <p>Makes little use of hand raise, step away, chat and audio to engage in discussion and interaction.</p>	<p>Few or no meaningful contributions to class discussions. Little evidence of participation. Shows little concern for peers' learning or input.</p> <p>Does not use hand raise, step away, chat and audio to engage in discussion and interaction.</p>

Individual Introduction Grading Rubric

Excellent	Student created own organizational structure for introduction that covers all elements of the assignment. Video image is centered, in focus, well lit and provides "head and shoulders" view of student. Student looks into camera lens during entirety of introduction. Student uses vocal variety to enhance interest in introduction. Audio is at an appropriate level and is not distorted. Visuals are interesting and provide additional information about the student.
Expected	Student uses provided template for introduction and covers all elements of the assignment. Video image is centered, in focus, well lit and provides "head and shoulders" view of student. Student looks into camera lens during entirety of introduction. Audio is at an appropriate level and is not distorted. Visuals are interesting and provide additional information about the student.
Insufficient	Student uses provided template for introduction but fails to covers all elements of the assignment. Video image is off center, out of focus, and/or poorly lit. Student looks away from camera lens, breaking simulated eye contact with viewers. Audio is not at an appropriate level and is distorted. Visuals are not used.
Not Completed	No recorded introduction is submitted.

Asynchronous Discussion Grading Rubric

Adapted from Online Discussion Protocols and Discussion Rubrics. Dabbagh, N. Copyright 2000 - 2003. Adapted with permission of author. *Modified by Kathy Bohnstedt on 1/31/2012.*

(1) Protocols for posting threads and contributing to an online discussion are as follows:

Postings should be evenly distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the discussion period).
Avoid postings that are limited to "I agree" or "great idea", etc. If you agree (or disagree) with a posting say why you agree or disagree and support your statement with concepts from the course materials, research or by bringing in a related example or experience.
Address the question/discussion prompt as much as possible. Don't let the discussion stray off topic.
Try to use quotes from course readings that support your postings. Include page numbers when you do this.
Build on the responses of your classmates and/or the instructor to build threads.
Bring in related prior knowledge (work experience, prior coursework, research, scholarship, etc.)
Use proper etiquette (proper and respectful language, grammar, etc.)

(2) Grading Rubric for evaluating online discussion

Criteria	Excellent	Expected	Insufficient	Not Evident or Not Completed
Timely discussion contributions	3 or more original postings well distributed throughout the discussion period. 3 or more responses to peer contributions.	2 postings distributed throughout the discussion period. 1-2 responses to peer contributions.	1 original posting during the discussion period. No responses to peer contributions.	0 postings during the discussion period
Responsiveness to discussion and demonstration of knowledge and understanding gained from course material and interaction with classmates and/or instructor	Very clear that course material is understood and incorporated well into responses. Thoughtful and well supported responses that extend the discussion with relevant information and/or opinion. Actively responds to peer contribution and prompts feedback and input.	Course material is understood and incorporated into responses. Response contributes to the discussion. Some support for posting is included. Responds to peer contribution and prompts some feedback and input.	Postings have questionable relationship to course material, are not supported, or do not contribute to the discussion. Does not respond to peer contributions, prompt feedback or input.	Not evident that course material is understood and/or not incorporated into the discussion.

Group Training Project Grading Rubric

Element	Excellent	Expected	Insufficient	Not Evident or Not Completed
Organization	Content is presented in very logical, interesting sequence that builds upon itself. The flow of the presentation is seamless.	Content is presented in logical, interesting sequence that is easily followed. The flow of the presentation is smooth.	Content is presented in illogical sequence that is difficult to follow. The flow of the presentation is choppy.	Content is disorganized and impossible to follow.
Learning Objectives	Learning objectives are very specific and measurable. Frequent opportunities are provided for participants to gauge their own learning.	Learning objectives are specific and are measurable. Assessment factors are provided for participants to gauge their own learning.	Learning objectives are not clear and/or not measurable. No assessments are provided to gauge participant learning.	Learning objectives are not provided.
Use of Tools	Web conferencing tools are wisely selected, professional in quality and are fully and seamlessly integrated into the training session. Effectively utilizes the whiteboard, video, audio, visuals and multiple and varied interaction tools to foster interaction and collaboration. Appropriately uses multiple web conferencing tools to enhance training.	Web conferencing tools are appropriate to the objectives, professional in quality and are integrated into the training session. Effectively utilizes the whiteboard, video, audio, visuals and several interaction tools to foster interaction and collaboration. Appropriately uses several web conferencing tools to enhance training.	Web conferencing tools are inappropriate to the objectives, unprofessional in quality and or are not integrated into the training session. Utilizes the whiteboard, video, audio, visuals and several interaction tools but they do not foster interaction or collaboration. Selection and use of web conferencing tools distracts from training.	Does not utilize web conferencing tools to foster interaction and collaboration. Use of video and audio is poor quality and distracts from training. No visuals are used to reinforce training concepts.
Interaction	Trainers acknowledge, actively engage and respond to participants	Trainers acknowledge, actively engage and respond to participants	Trainers do not engage or respond to participants during the lesson. Participants are	Trainers do not engage or respond to participants during the lesson. Participants are

	throughout lesson. Participants are given frequent, varied and meaningful opportunities to interact with the instructors and each other. More than 5 interaction activities are provided.	throughout lesson. Participants are given frequent and meaningful opportunities to interact with the instructors and each other. At least 5 interaction activities are provided.	given few opportunities to interact with the instructors and each other.	given no opportunities to interact with the instructors and each other.
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Final Reflection Grading Rubric

Excellent	<p>All key elements of the assignment are covered in a substantive way. The paper demonstrates deep reflection, analysis and synthesis. Thoughts and ideas are discussed in depth and are connected to material within the course and other technology experiences. Evaluates the effectiveness of student’s learning process during the course in thoughtful and critical manner. Development of thinking and perspectives on web conferencing for education and training is comprehensive and persuasive. Major points are stated clearly and are supported by specific details.</p> <p>The structure of the submission is clear and easy to follow, with the organization emphasizing the central theme. The flow of the content is logical and smooth. Sentences are complete, clear, concise and consistently adhering to rules of grammar, spelling, usage and punctuation. The paper utilizes references appropriately and follows correct APA standards.</p>
Expected	<p>All key elements of the assignment are covered in a substantive way. The paper demonstrates reflection, analysis and synthesis. Thoughts and ideas are discussed in depth and are connected to material within the course. Development of thinking and perspectives on web conferencing for education and training is clear. Major points are stated clearly and are supported by specific details.</p> <p>The structure of the submission is clear and easy to follow, with the organization emphasizing the central theme. The flow of the content is logical and smooth. Sentences are complete, clear, concise and consistently adhering to rules of grammar, spelling, usage and punctuation. The paper utilizes references appropriately and follows correct APA standards.</p>
Insufficient	<p>Some key elements of the assignment are not covered. The paper demonstrates little reflection, analysis or synthesis. Thoughts and ideas are discussed superficially and are not connected to material within the course. Development of thinking and perspectives on web conferencing for education and training is unfocused. Major points are not stated clearly and are not supported by specific details.</p> <p>The structure of the submission is unclear, with the organization not emphasizing the central theme. The flow of the content is illogical and choppy. Sentences are incomplete, unclear, and/or consistently fail to adhere to rules of grammar, spelling, usage and</p>

	<p>punctuation. The paper does not utilize references appropriately or follow correct APA standards.</p>
<p>Not Evident or Not Completed</p>	<p>No key elements of the assignment are covered. The paper demonstrates no reflection, analysis or synthesis. Thoughts and ideas are discussed superficially and are not connected to material within the course. Development of thinking and perspectives on web conferencing for education and training is not provided. No major points are stated.</p> <p>The structure of the submission is disorganized, presenting no central theme. The flow of the content is illogical and choppy. Sentences are incomplete, unclear, and/or consistently fail to adhere to rules of grammar, spelling, usage and punctuation. The paper does not provide references. APA format is not attempted.</p>