

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Instructional Design and Technology Program
EDIT 574 DL3- SPRING 2015, 2 CREDITS
Social Media and Digital Collaboration Applications
“Course meets online via MyMasonPortal/Courses”
Course Dates: 1/20/2015- 3/16/2015

Instructor: Dr. Ghania Zgheib

Email: gzgheib@gmu.edu

Office Location: Virtual on Skype

Virtual Office Hours: I will be on Skype every Wednesday from 6.30-7 to chat with you and answer any questions that you have. You may also schedule an appointment with me any other time.

Skype ID: Ghania Zgheib

Phone: (571) 830-0012

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.

EXPANDED COURSE DESCRIPTION

The purpose of this course is to explore Web 2.0 tools also referred to as social media or social software. The course focuses on the pedagogical application of social media in learning environments with an emphasis on best practices. Different types of social media tools will be discussed, some of which are familiar to the learner while others are new. We will mainly focus on tools that promote interaction among users, creation and publishing of new content, and networking. Social media is grounded by constructivism and research shows that it supports the development of collective learning and personal learning environments. Throughout the course students will learn about and evaluate best practices for using social software tools to meet different instructional and training goals. A critical approach to the effectiveness of social software for learning is warranted.

NATURE OF COURSE DELIVERY

This course will be delivered online using an **asynchronous** (not “real time”) format via the Blackboard learning management system. The course will utilize a combination of readings, mini lectures, hands-on experiences, research activities, threaded discussions, and projects to help participants understand the content of this course. To access the course, go to the Blackboard login page at <https://mymasonportal.gmu.edu>. Your GMU email username is also your Blackboard ID and your GMU e-mail password is also your Blackboard password. Once logged in, you will see a listing of all the courses for which you have registered. Select **EDIT 574**, and browse the course website.

TECHNICAL REQUIREMENTS

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

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer, Mozilla Firefox, or Safari.
- 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.
- A headset microphone for use with the Skype conferencing tool.

EXPECTATIONS:

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on Tuesday of every week, and **finish** on Monday of the following week.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be **5** times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include 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 expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Student success in this course is priority one. We have a great deal to cover in a relatively short period of time, so please keep on track. The scope and intensity of this course is such that playing “catch up” will prove to be extremely challenging. Expect to log in to this course **every day during these eight weeks** to read announcements, participate in the discussions, and work on course materials. If there is anything you don’t understand, or if work or personal challenges threaten to derail your progress, please send me an email as quickly as possible, and we will talk.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, we can meet via telephone or Skype. Send me an email to schedule your one-on-one session and include your 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 responses carefully before you post them to encourage 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.

LEARNING OBJECTIVES

- Understand the evolution and affordances of Internet/Web-based collaboration tools.
- Identify best practices for using key Web 2.0 tools and technologies in higher education, and training.
- Select Web 2.0 tools to support instructional applications and strategies for training or education.

- Demonstrate the ability to set up, configure, and administer industry standard Web 2.0 tools to serve as networked learning resources and for social networking functions.
- Design, develop, and evaluate a personal or collaborative learning environment that integrates Web 2.0 tools.
- Develop an awareness of techniques for validating the veracity of information sources and user-generated content attached to Web 2.0 tools and other open educational resources.
- Demonstrate basic knowledge of privacy/security/copyright issues related to use of Web 2.0 tools.

PROFESSIONAL STANDARDS

The course is designed to meet many of the essential Instructional Design Competencies as specified by The International Board of Standards for Training, Performance and Instruction (ibstpi ®):

- Communicate effectively in visual, oral and written form.
- Select and use a variety of techniques for determining instructional content.
- Identify and describe target population characteristics.
- Analyze the characteristics of existing and emerging technologies and their use in an instructional environment.
- Select or modify existing instructional materials or develop original instructional materials.
- Evaluate and assess instruction and its impact.
- Provide for the effective implementation of instructional products and programs.
- Identify and resolve ethical and legal implications of design in the work place.

REQUIRED TEXTBOOKS AND READINGS

- Dron, Jon & Anderson, Terry. (2014). Teaching Crowds: Learning and Social Media. AU Press. The book is available in hard copy or downloadable (free) online at <http://www.aupress.ca/index.php/books/120235>
- Bozarth, Jane. (2010). Social Media for Trainers: Techniques for Enhancing and Extending Learning.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT CORE VALUES COMMITMENT

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/>].

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/the-mason-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.

COURSE REQUIREMENTS: ASSIGNMENTS

Assignments are due on the day shown on the Course Schedule by 11:59 pm. Assignments may be turned in up to 3 days late with a 25% grade deduction. No late assignments will be accepted beyond 3 days after the due date. Below is a brief description of the major assignments for this course. Find detailed description of every assignment on Blackboard under *Course Assignments*.

1. Weekly Discussions (30% of the final course grade)

**Discussion Questions are due on Friday of every week*

**Comments on classmates' posts are due on Monday of the following week.*

We will be using Blackboard's discussion board as our discussion platform in this course. Every week there will be a discussion question that will engage you in a social media activity and connect it with the readings for that week. The discussion questions will be posted every **Monday** on the discussion forum, and responses due on **Friday 11.59pm** of every week. Your responses should not exceed 300 words. In addition to posting your answers, you will be asked to **comment on 2** of your classmates' posts by **Monday 11.59pm** of the following week. Your comments should refer to the course readings or personal experience. You may also ask questions or clarify a point

that your classmates are discussing. You are also encouraged to share external resources whenever suitable.

2. Social Media Learning Activities

Throughout the eight weeks, you will be asked to engage in creating accounts in different social media tools to complete a learning activity. You will also be asked to share your account information with your classmates to create a learning community. There will be several informal social media activities (weekly assignments) that will be described in the weekly discussion forums and **One** more formal semester-long activity.

Scoop.it! (10% of the course final grade): This is a semester-long social media activity in which you are required to create an account in [Scoop.it!](#), a content curation tool, and use the social media throughout the semester to gather 8-10 social media tools that are useful for teaching and learning. Please add a few sentences describing the social media technology when scooping it. Then check your classmates' Scoops (optionally follow them) and Scoop at least 5 new social media tools. Please share your Scoop.it! link on the discussion board so that everybody can have access to it.

3. Course Blog Contribution (10 % of the final grade)

As a student in this course, you will be contributing to your peer learning. You will be asked to post one blog contribution during the eight weeks to our course blog (WordPress). Your blog contribution should be a synthesis of 5-6 of your peers' posts from the previous week. (See more details on Bb).

4. Social Media Technology Presentation (20% of the course final grade)

Select a social media technology from the tools that are listed in the course schedule or ANY OTHER social media tool that you consider relevant to the type of social media discussed the week of your presentation. Prepare a **7-8 minute** audio-recorded presentation that introduces your peers to the tool, its features/affordances, and related research. (See more details on Bb).

5. Final Project: Social Media Learning Strategy (SMLS) (30% of the course final grade)

In groups of 2 or 3, create a social media learning strategy (SMLS) for an instructional environment to improve collective and social learning. (See a detailed description on Bb). Your final project should be presented in a 10 minute Group Recorded Presentation that outlines the assignment requirements as well as a Design Document that describes the elements of your design in more detail.

Grading

Grades for every assignment will be posted on Blackboard.

A+= 98+ A = 97-93 A- = 92-90 B+= 89- 87 B= 86- 83 B- = 82- 80
C+= 79- 77 C = 76- 73 C- = 70-72 F= 57- 0

COURSE SCHEDULE

| Week | Class Topics and Readings | Assignments |
|----------------------|---|---|
| Week 1: 1/20-1/26 | <ul style="list-style-type: none"> • Getting Started: Course Orientation • Understanding Web 2.0 <ul style="list-style-type: none"> ➤ Read Teaching Crowds Ch. 1. ➤ Read Social Media for Trainers Ch. 1. ➤ Read Dabbagh & Reo (2012) article ➤ Watch mini lecture. | <ul style="list-style-type: none"> • Post your introductions by Wednesday 1/21 on the discussion board. • Check your classmates' introductions and post at least 3 comments by 1/22. • Create a concept map of your personal learning network as it relates to your use of social media by 1/23. • Comment on 2 of your classmates' concept maps by 1/26. |
| Week 2: 1/27-2/2 | <ul style="list-style-type: none"> • Social Learning Theories <ul style="list-style-type: none"> ➤ Read Teaching Crowds Ch. 2 & 3. • Social Media Design <ul style="list-style-type: none"> ➤ Read Bower, Hedberg & Kuswara (2010) article • Security, Privacy, & Copyright <ul style="list-style-type: none"> ➤ Read Teaching Crowds Ch. 9 | <ul style="list-style-type: none"> • Create an account on Scoop.it • Select your Social Media Presentation Topic by 1/27 • Respond to Discussion Question 2 by 1/30. • Comment on 2 of your classmates' posts by 2/2 |
| Week 3: 2/3-2/9 | <ul style="list-style-type: none"> • Social Networking and Microblogging Tools: Facebook, LinkedIn, Google+, & Twitter <ul style="list-style-type: none"> ➤ Watch Social media presentations 1 & 2 ➤ Read Teaching Crowds, Ch. 4&5 ➤ Read Social Media for Trainers, Ch. 2&3 | <ul style="list-style-type: none"> • Respond to Discussion Question 3 by 2/6. • Comment on 2 of your classmates' posts by 2/9. • Final Project (SMLS) group names are due by 2/9. |
| Week 4: 2/10-2/16 | <ul style="list-style-type: none"> • Content Curation Tools: Delicious, Scoop.it, Storify, & Pinterest <ul style="list-style-type: none"> ➤ Watch Social Media Presentations 3, 4 & 5 ➤ Read Teaching Crowds Ch. 6&7 ➤ Read Price (2013), Using Pinterest as a Training and Development Tool ➤ Read Mihailidis and Cohen (2013). Exploring Curation as a Core Competency in Digital and Media Literacy | <ul style="list-style-type: none"> • Respond to Discussion Question 4 by 2/13 • Final Project (SMLS) Instructional topic or lesson, the setting, and the audience due by 2/14. • Comment on 2 of your classmates' posts by 2/16 |

| | Education | |
|----------------------|--|---|
| Week 5: 2/17-2/23 | <ul style="list-style-type: none"> • Blogs and Wikis: WordPress, Weebly, PbWorks, & Wikipedia <ul style="list-style-type: none"> ➤ Watch Social Media Presentations 6, 7 & 8 ➤ Read Social Media for Trainers, Ch. 4&5 ➤ Read Forment et al. (2012). Didactical Patterns for the Usage of Wikis in Educational and Learning Activities | <ul style="list-style-type: none"> • Respond to Discussion Question 5 by 2/20 • Comment on 2 of your classmates' posts by 2/23 • Video Conference with groups to discuss final project (SMLS). <i>A doodle will be sent to schedule to conference.</i> |
| Week 6: 2/24-3/2 | <ul style="list-style-type: none"> • Web Conferencing and Presentation Tools: Skype, Google Hangout, Prezi, VoiceThread, Haiku <ul style="list-style-type: none"> ➤ Watch Social Media Presentations 9, 10 & 11 ➤ Read Bower (2011) Synchronous collaboration competencies in web-conferencing environments – their impact on the learning process | <ul style="list-style-type: none"> • Respond to Discussion Question 6 by 2/27. • Comment on 2 of your classmates' posts by 3/2. |
| Week 7: 3/3-3/9 | <ul style="list-style-type: none"> • Media Editing and Sharing Tools: YouTube, Flickr, Podcasting, & Vlogcasting <ul style="list-style-type: none"> ➤ Watch Social Media Presentations 12, 13 & 14 ➤ Read Sherer and Shea (2011). Using Online Video to Support Student Learning and Engagement ➤ Read Ng'ambi & Lombe (2012). Using Podcasting to Facilitate Student Learning: A Constructivist Perspective | <ul style="list-style-type: none"> • Respond to Discussion Question 7 by 3/6 • Comment on 2 of your classmates' posts by 3/9. |
| Week 8: 3/10-3/16 | <ul style="list-style-type: none"> • The Shape of Things to Come <ul style="list-style-type: none"> ➤ Read Teaching Crowds Ch. 10 • Work on Final project | <ul style="list-style-type: none"> • Post final presentation and design document by 3/12 for peer feedback. You will be assigned a group to review their final project and give them feedback. • Post your final group presentation and design document by 3/16 (midnight). |

ONLINE DISCUSSIONS RUBRIC

| Exemplary | Satisfactory | Unsatisfactory |
|---|--|---|
| 5 | 3 | 2 |
| Submits one initial response by Friday and submits 2 thoughtful peer responses by Monday. Posts and responses show evidence of knowledge and understanding of course content and applicability to professional practice, and include other resources that extend the learning of the community. Posts elicit responses and reflections from other learners and responses build upon and integrate multiple views from other learners to take the discussion deeper. | Submits one initial response by Friday and 1 peer response by Monday. Posts and responses show evidence of knowledge and understanding of course content and applicability to professional practice. Posts attempt to elicit responses and reflections from other learners and responses build upon the ideas of other learners to take the discussion deeper. | Submits an initial response but does not respond to peers or responds late. Posts and responses show little evidence of knowledge and understanding of course content and applicability to professional practice. Posts do not attempt to elicit responses and reflections from other learners and/or responses do not build upon the ideas of other learners to take the discussion deeper |

*Adapted from Northern Arizona University- Instructor-facilitated Online Discussion Participation Rubric

SOCIAL MEDIA TOOL PRESENTATION RUBRIC

| Criteria | Exceeds Expectations | Meets Expectations | Needs Improvement |
|--|---|---|---|
| | 20 | 15 | 10 |
| Tool Description, Features, and Affordances e.g. comments, share, tag, post, scoop, pin, etc. | <p>A detailed description of the type of the social media tool and its general use is presented.</p> <p>All the features and affordances (What the tool can actually do) are presented in a way that the audience becomes familiar with the different elements of the tool after watching the presentation.</p> | <p>A description of the social media tool is presented with some description of its general use.</p> <p>Most of the features and affordances (What the tool can actually do) are presented in a way that the audience becomes familiar with the different elements of the tool after watching the presentation except for the features that were not discussed.</p> | <p>The social media tool is vaguely described and lacks clarity concerning its general use.</p> <p>Some of the features and affordances (What the tool can actually do) are presented. The audience lacks knowledge of some of the important tool features after watching the presentation.</p> |

| | | | |
|--------------------------|--|--|--|
| Research | Evidence about research to find academic articles related to the selected social media tool is presented. Student presents a detailed description of findings about the effectiveness of the social media tool for educational purposes. (<i>e.g. Research shows that Twitter promotes engagement among learners</i>). | Some evidence about research to find academic articles related to the selected social media tool is presented. Student presents a description of findings about the effectiveness of the social media tool for educational purposes. | Little evidence about research to find academic articles related to the selected social media tool is presented. Student presents findings about the effectiveness of the social media tool mainly from general websites rather than academic sources. |
| Examples | A list of 4-6 examples about how the tool is being used in training and in higher education is presented. The list is pulled out from the academic articles or from “education” websites. | A list of 3-4 examples about how the tool is being used in training and in higher education is presented. The list is pulled out from the academic articles or from “education” websites. | A few examples about how the tool is being used in training and in higher education are presented. The list is pulled out mainly from websites. |
| Sources | References are listed in APA on the final slide. | References are listed on the final slide, and APA is not accurately used for some references. | Some references are listed on the final slide and APA is not applied. |
| Visuals and Audio | High quality audio/video is produced. Visuals (screenshots, images, graphs, tables) are used to engage the audience. | High quality audio/video is produced and some visuals are used. | Low quality of audio/video is produced and some visuals are included. |