



GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Instructional Design and Technology (IDT) Program

**EDIT 574 (DL2) — Social Media and Digital Collaboration
Applications
1 Credit, Spring 2016**

COURSE SYLLABUS

Instructor:

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Office Hours: Virtual and In-Person by appointment.

Required Readings: (NB: Students are **NOT** required to purchase any text for this course. A collection of background readings is posted in the Resources Section of the Blackboard course site for 574

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.

Expanded Course Description:

This is an overview of using the Breakout Room functionality of the Adobe Connect web conferencing platform to create meaningful, engaging instructional environments. This is an intersession course and will take place over a two week period.

Course Objectives:

- Explore the basic features of the Connect platform with special attention to the breakout rooms

- Apply fundamentals of effective instructional design to planning instructional interactions in Connect Breakout rooms
- Experiment with different breakout room design layouts
- Collaboratively design a model interaction using the breakout room.

Instructional Approach

This is an online course and will be delivered via Blackboard and Adobe Connect. There will be an online assignment posted to Blackboard as of Jan 5, 2016 and it will be discussed in our first synchronous session on Thursday Jan 7 at 4:30 pm on Adobe Connect. The Connect room for this course is available from Blackboard and may also be reached at the following link: (Please log in with your GMU credentials and not as a guest if possible.)

<https://webcon.gmu.edu/think/>

The schedule for Adobe Connect meetings is as follows:

Thursday Jan 7 from 4:30 – 7:30

Tuesday Jan 12 from 4:30 – 7:30

Thursday Jan 14 from 4:30 – 7:30

Although there are no scheduled face-to-face meetings planned for this course, I am available to meet face to face and we can work together to identify the best times for this to happen. Although classwork is largely asynchronous—this course is intended to be INTERACTIVE and not a sit-at-home-in- your-pajamas course. You will be expected to go out into the world and interact with real problems and real humans.

Course Expectations

Students are expected to check the Blackboard course prior to each synchronous session. There are discussion assignments relative to each session and background information will be provided for each as well. Students are expected to attend each synchronous Adobe Connect session. If you need to miss one of these sessions, please contact me in advance.

Grading:

Attendance in Connect Sessions – 50 %

Journal Posting Based on each Session – 20%

Discussion postings as assigned – 10%

Individual Interaction design – 20%

1. **Attendance in Synchronous Session.** This is an overview of how to use aspects of a synchronous web conferencing tool and relies heavily on the interaction between learners and with instructor. This will not happen without you attending! **Attendance grade = 50% of the final grade.**

2. **Journal Postings** Each student will be assigned a journal space on Blackboard. Journal assignments will be posted for each synchronous session and may include things like peer reviews, assignment evaluations, ideas, and general thoughts. These will not be long postings but are intended to help you think about the experience. **Journal grade = 20% of the final grade**

3. **Discussion Postings.** Discussion postings are another tool for highlighting student thinking. You will have one or two of these as well. **Discussion grade = 10% of the final grade.**

4. **Individual Interaction Design:** Each of you will be responsible for posting a model design for how you would use a breakout room to deliver some kind of instruction. This will be posted prior to the final session and will be due the following week. **Interaction Design grade = 20% of the final grade.**

FINALLY, a word about Netiquette: Our goal is to be **collaborative**. We all know that even an innocent remark in the online environment can be misconstrued—**WE ARE EDUCATORS AFTER ALL**. Be Considerate and Constructive. I am sure I do not need to remind anyone of this—but they made me add this to my syllabus.

Professional Standards

This course adheres to the NETS-T standards established by the International Society of Technology in Education (ISTE) as follows:

Standard 1. **Facilitate and inspire student learning and creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

Standard 2. **Design and develop digital age learning experiences and assessments.** Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes.

Standard 3. **Model digital age work and learning.** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

Standard 5. **Engage in professional growth and leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

EDIT 574 – Schedule

January 2016

Date	TOPIC	ASSIGNMENT
Tuesday 1/5/16	View Class intro. Test your computer system for compatibility with Adobe Connect Read Background Documentation in Blackboard Complete first discussion board post Complete the class survey Please complete assignments prior to Thursday 1/7 class	Post to the discussion board Survey Assignment
Thursday 1/7/16 4:30 – 7:30pm Via Adobe Connect	Synchronous Session: Overview of Connect Overview of the Breakout Rooms Discuss the survey results Case Study: Design Thinking Breakout Protocol (Breakout group work) Group Presentations Class Debrief	Journal Assignment based on classwork
Tuesday 1/12/16 4:30 – 7:30pm Via Adobe Connect	Teaching with Adobe Connect Using thinking routines in a breakout room - explore a series of live examples. A look at a virtual pacing guide model.	Discussion Assignment Journal Assignment
Thursday 1/14/16 4:30 – 7:30pm Via Adobe Connect	Group Challenge: Creative instructional uses of the breakout room. Description of the Individual Interaction Design	Journal Assignment (peer review) Individual Interaction Design

GRADING POLICY:

The graduate grading scale as required by the university's academic policy 3.2 is as follows:

Grade	Quality Points	Graduate Courses
A+	4.00	Satisfactory/Passing
A	4.00	Satisfactory/Passing
A-	3.67	Satisfactory/Passing
B+	3.33	Satisfactory/Passing
B	3.00	Satisfactory/Passing
B-	2.67	Satisfactory*/Passing
C	2.00	Unsatisfactory/Passing
F	0.00	Unsatisfactory/Failing

Late assignments will be penalized 10 percent for each class session past the due date.

NOTE: Assignment Make-ups are on a case-by-case basis.

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.

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/>.