

George Mason University
College of Education and Human Development
Instructional Design and Technology Program

EDIT-574 DL3 – Social Media and Digital Collaboration Applications
1 Credit, Spring 2020
Online

Faculty

Name: Dr. Joe Provenzano
Office Hours: Virtual and In-Person by appointment
Office Location: Thompson Hall, L040
Email Address: [jprovenz@gmu.edu]

Prerequisites/Corequisites

None

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.

Course Overview

This is an overview of using the Breakout Room functionality of the WebEx web conferencing platform to create meaningful, engaging instructional environments. This is 1 credit course and will take place over 5 class sessions.

Course Delivery Method

This course will be delivered online (76% or more) using [select either a synchronous or an asynchronous] format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 21, 2020.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Webex Platform
- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on [12:00 am Monday], and finish on [11:59pm Sunday]. Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings. There will be at least one asynchronous session.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:

Students may schedule a one-on-one meeting with the instructor to discuss course requirements, content or other course-related issues. These sessions will be held via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

- Explore the basic features of a virtual classroom platform with special attention to the breakout rooms
- Apply fundamentals of effective instructional design to planning instructional interactions in a virtual classroom environment (WebEx).
- Experiment with a variety of strategies for effective teaching using a virtual classroom
- Collaboratively design a model instructional interaction using the virtual classroom platform.

Professional Standards

This course adheres to the Standards for Educators established by the International Society of Technology in Education (ISTE). Upon completion of this course, students will have met the following professional standards:

Standard 1. Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

Standard 4C. Use collaborative tools to expand students' authentic, real world learning experiences by engaging virtually with experts, teams and students, locally and globally.

Standard 5C: Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

Standard 6B: Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.

Standard 6D: Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

Required Texts

Students are **NOT required to purchase** a text for this course. A collection of background readings, required and supplemental will be posted in the Blackboard course site for 574

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

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 design journal space. Journal assignments will be posted to Blackboard 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 posting 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 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.**

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

[Additional course or program specific language may be added.]

Class Schedule

EDIT 574 – Schedule January 2020

Date	TOPIC	ASSIGNMENT
Week of Tuesday 1/21/20 Asynchronous	View Class intro. Test your computer system for compatibility with Webex Read Background Documentation in Blackboard Complete first discussion board post Complete the class survey Please complete assignments prior to Tuesday 1/28 class	Post to the discussion board Survey Assignment
Tuesday 1/28/20 5:30 – 7:30pm Via Webex Synchronous	Synchronous Session: Overview of Webex Overview of the Breakout Rooms Discuss the survey results. Assign groups. Case Study: Design Thinking Breakout Protocol (Breakout group work) Group Presentations Class Debrief	Journal Assignment based on classwork
Tuesday 2/04/20 5:30 – 7:30pm Via Webex Synchronous	Effective teaching with a Virtual Classroom tool. Blending Synchronous and Asynchronous. 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
Week of 2/11/20 Asynchronous class	Design Challenge: Creative instructional uses of the breakout room. Description of the Individual Interaction Design. Overview of presentation assignment	Journal Assignment (peer review) Individual Interaction Design
Tuesday 2/18/20 Synchronous	Group Presentations/Demonstrations	Present via Webex

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.