

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

Instructional Design and Technology Program

EDIT 574: Media/Digital Collaboration Apps (2 graduate credit hours)  
Fall 2013 (Offered Yearly in the Fall Semester)

COURSE DATES: meets online Oct 22, 2013 – Dec 18, 2013

**INSTRUCTOR INFORMATION**

Name: Jane Bozarth, jbozarth@gmu.edu / Google Voice 919 789 1611  
Virtual Office Hours: Mondays, 6:30-7pm with notification and other times by appointment. Students will have 2 optional opportunities to meet with the instructor live-online as a group; these will be scheduled according to student availability.

**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 examples of emerging technology use commonly referred to as Web 2.0. The course focuses, from an e-learning perspective, on the pedagogical applications and implications of a particular group of Web 2.0 or social software tools that facilitate web-based social interaction, content generation, and resource aggregation. Examples of social software include content, media, or collaboration management frameworks such as blogs, wikis, Flickr, YouTube, and iTunes, relationship management frameworks such as Facebook and Ning, and distributed classification frameworks (or social bookmarking services), such as Delicious. Students will also be introduced to broader patterns of Web 2.0 technologies, such as rich Internet applications, mash-ups, widgets, and much more. Virtual worlds, augmented reality, mobile devices and gaming are not covered in this course.

The course goals bridge three broad areas: to provide an engaging overview of cutting-edge social technologies, to identify and evaluate best educational practices for using these technologies, and to investigate the role of these technologies for online learning. Social software has the potential to transform teaching practices as it supports the creation of highly constructivist learning communities. 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.

The Edit 574 course learning environment incorporates many of the social software tools under study in the course and involves high levels of student knowledge construction. We will be learning about and using software tools that are freely available on the Web or as Open Source software which has the advantage of learning to use software that is readily available to you in your work place or schools. For the final project, students will create a personal or collaborative learning environment that integrates a selection of these tools.

### IN A NUTSHELL

Throughout the course students will be working to create their own publicly-available SSLE in the form of a Personal Learning Environment (PLE) or Collaborative Learning Environment (CLE). This will happen through an ongoing process of choosing a focus, setting goals, exploring the tools examined in this course, and choosing those appropriate for their final PLE or CLE. Students will offer discussion-based reflections on the tools that are examined, and will regularly update their project plans accordingly.

### NATURE OF COURSE DELIVERY

The format of this online course is asynchronous and is structured around nine learning units made up of readings, weekly exercises and reflections on your learning and other experiences via on-line discussions. We are scheduled to meet live, online once at the end of the course in a conference system that supports audio/visual communication.

### COURSE WEEK

Because online courses do not have a fixed meeting day, our first week will start on Tuesday, October 22, and officially finish on Wednesday, December 18.

### TECHNOLOGY REQUIREMENTS

1. Well functioning computer with broadband Web access.
2. A computer operating system and web browser certified or at least compatible to support the new Blackboard 9.1:  
<http://www.edugarage.com/pages/viewpage.action?pageId=51414180>
3. You must forward your Mason email to your primary email account in order to receive urgent notifications from me or the University. Student email accounts are now being outsourced to Microsoft and student emails will have a masonlive.gmu.edu address. More information for students is at: <http://masonlive.gmu.edu/faqs.html>

### TEXTBOOKS

I do not use a textbook for this course. The course learning modules will serve as a free electronic textbook. Selected web readings and resources will be assigned.

### LEARNER OUTCOMES

Course goals: As a result of this course, participants will be able to:

- Understand the evolution and affordances of Internet/Web-based collaboration tools.
- Identify best practices for using key Web 2.0 tools and technologies in K-12, higher education, business, government and non-profit settings.

- 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

### 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 nature of this course is such that playing “catch up” will prove to be extremely challenging.

Read the “how does online learning work” and “how do I succeed” sections on this DE Experience page: <http://distance.gmu.edu/faq/experience.html>.

Expect to log in to this course *at least four times a week* to work on course materials and participate in the discussions. Our most successful students log in daily for about an hour per day on average. If there is anything you don't understand, or if work or personal challenges threaten to derail your progress, please drop me a note via Bb course e-mail as quickly as possible or call me, and we'll talk.

### COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

#### A. Requirements:

Students will complete readings as assigned. In addition to working through the learning content for each week's module, there are three main graded requirements for this course:

- 8 Exercises
- 7 Discussions – weekly discussions are planned for the course and will take place in Bb9 unless otherwise indicated. The discussion topics are introduced on Sundays, and you must post your first response by the following Wednesday, with the discussions normally continuing through the next weekend. Participation in the course through discussions is mandatory and will be assessed by both quality and quantity of interactions. Students are expected to contribute to the class discussion in a meaningful way. Your comments should add significantly to the discussion by suggesting other solutions, pointing out problems, even totally disagreeing—we need you to make “contentful” contributions. Make sure you substantiate your comments with reasons and whenever possible, relate your own “real world” experiences to the subject matter of the class. It is a required part of your grade that you actively participate in these discussions. I will evaluate your input based on the quality of your responses, whether your responses were timely and met the deadline, and the ability of your comments to motivate others in a collaborative effort.

To learn how your discussion responses are evaluated, please consult the Grading Rubrics posted in the Course Resources section of the Bb course site.

– students will receive 40 points for completing the individual exercises that accompany Units 2-8 of the course. A list of the exercises and their grade value will be posted on the course site. Most of the exercises are designed to guide your exploration of the different social software tools by directing you to set up an initial account, personalize it, configure the tool for collaborative work, and complete prescribed tasks.

- 1 Final Individual Project – students will develop a prototype Social Software-based Learning Environment (SSLE) based on a documented design process. A design document is a description of the process used to develop instruction and includes a description of the problem, the need to be met, the content and format of instruction, and the summary of the evaluation. The particular requirements and parameters for developing the SSLE prototype will be detailed elsewhere. Peer evaluations are part of this assignment.

Point values of requirements:

- Exercises = 40 points
- Discussions = 21 points (7 x 3 points/each)
- Design Project Document = 15 points
- SSLE Prototype = 20 points
- Peer Review = 4 points

B. Criteria for Evaluation

The design document and SSLE and discussions will be evaluated by the instructor using rubrics that are available in Bb9

	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>
<b>Design Idea</b> <b>Total Points = 3</b>	Describes a clear learning goal that can be achieved by SSLE	Describes a learning goal that can be achieved by SSLE	Does not describe a clear learning goal that can be achieved by SSLE
<b>Audience &amp; Content</b> <b>Total Points = 4</b>	<p>Describes an audience (CLE) or individual (PLE) that will benefit greatly by learning from SSLE</p> <p>Describes content that is well suited to delivery by SSLE</p>	<p>Describes an audience that may benefit by learning from CLE, or the needs of an individual who may benefit from a PLE.</p> <p>Describes content that is appropriate to be delivered by SSLE</p>	<p>Does not describe an audience that may benefit by learning from CLE, or how an individual may benefit from a PLE.</p> <p>Does not describe content that will be delivered by SSLE, or the content is ill suited to be delivered by SSLE.</p>
<b>Format</b> <b>Total Points = 4</b>	Explains how decisions for the format of the SSLE support the specific learning goal(s).	Explains how decisions for the format of the SSLE support learning.	Does not adequately explain the decisions for the format of SSLE.

Evaluate & Refine Total Points = 4	Presents a detailed self-evaluation of the project's strengths/weaknesses and	Presents a relevant self- evaluation of the project's strengths/ weaknesses that	Does not provide a pertinent project self-evaluation or improvement plan.
Peer Review Total Points = 4	Review of the assigned SSLE is available by due date and completely follows the specified format.	Review of the assigned SSLE is available by due date and partially follows the specified format.	Review of the assigned SSLE is not available by due date and/or does not follow
Design Doc Total = 19			
<b>Educational SSLEProtot ype</b> <b>Total Point = 20</b> <a href="#">See detailed SSLE Evalu ation Rubric</a>	SSLE is available by due date and exceeds the expectations of the specified format of an approved design doc.	SSLE is available by due date and meets the expectations of the specified format of a design doc.	SSLE is not available by due date and/or does not meet the specified format of the design doc.
<b>TOTAL = 39</b>			

### C. Grading Scale

A = 94-100; A- = 90-93; B+ = 86-89; B = 83-85; B- = 80-82; C = 70-79; F = 69 and below

### COURSE EXPECTATIONS

- Students will be required to join and/or create accounts on multiple, free, web-based tools or social networking services specified by the instructor to complete assignments & learning activities. Students understand that portions of their work will take place on the open web and that their profile and other artifacts are open to public discovery, and agree to sign and submit a release form (FERPA) consenting to this.
- Students are required to use system, online, and self-help resources, in addition to the

instructor's resources and peer support to solve problems related to the access, download, and operation of course Web 2.0 tools to complete assignments.

- Each student is expected to complete all readings and class exercises and contribute to in-depth asynchronous threaded and synchronous discussions as assigned by the instructor or as part of a class team's lesson.
- To enable individualization of the course to the needs of each student (either remedial or advanced activities), special arrangements on requirements and assignments may be negotiated in writing with the instructor. Revised assignments typically involve direct, extensive involvement in some project related to research or evaluation of a network-based educational experience that makes use of social software tools.
- Students missing the due date for an assignment must make immediate arrangements with the instructor to fulfill that requirement before the next class.
- The class schedule may change as the course progresses; changes will be posted to Bb9 Announcements.

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS

### Student Expectations

- Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See <http://oai.gmu.edu/honor-code/> for the full honor code.
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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 are responsible for the content of university communications sent to their George Mason University email account and are required to 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
- GMU's Social Media "best practices" guidelines: [http://webdev.gmu.edu/Social\\_Media\\_Guidelines](http://webdev.gmu.edu/Social_Media_Guidelines)

### 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/>]

### **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 [See <http://gse.gmu.edu/>]

## **EDIT574 CLASS SCHEDULE: Fall 2013**

Dates (Mondays)

Topics & Readings Participation 21%

Exercises 40%

SSLE Design Project 39%

10/22: Tuesday

Week 1

MODULE 0: GETTING STARTED

MODULE 1: UNDERSTANDING WEB 2.0 TOOLS

UNIT 1: Defining Web 2.0

- Web 2.0 and Social Software
- Learning Affordances of Social Software
- Course introduction and orientation
- Post personal introductions to Bb9
- Complete Exercise #0: Set-up basic course tool notifications, establish digital identity, and prepare login management

10/28: Monday, and Mondays thereafter

Week 2

UNIT 2: Core Web 2.0 Educational Issues

- Social Software Learning Environments (SSLEs)
- Open Educational Resources (OER)

- Security, Privacy and Copyright

Complete Ex#1 – sketch a concept map of your personal learning network

11/4

Week 3

## MODULE 2: EXPLORING WEB 2.0 TOOLS

### UNIT 3: Blogs and Wikis

- WordPress/Blogger, PBworks, Twitter

Join Discussion 1

Complete Ex#2 – setup & configure WordPress or Blogger blog

Complete Ex#3 – setup & configure Twitter

Submit Design Doc 1 – Design Idea

11/11

Week 4

### UNIT 4:

Social Bookmarking and Tagging

- Diigo, Delicious, StumbleUpon

Complete Ex#4 -- setup & configure Diigo

Join Discussion 2

Submit Design Doc 2 – Audience / Content

11/18

Week 5

### UNIT 5: Social Bookmarking and Tagging

- Diigo, Delicious, StumbleUpon

Join Discussion 3

Complete Ex#5-- setup & configure Diigo

Submit Design Doc 3 – Format

11/25

Week 6

### UNIT 6: Social Media

- Flickr, YouTube, iTunes, WikiMedia, Slideshare, Scribd, Skype, VoiceThread, and Podcasting

Join Discussion 4

Complete Ex#6 – setup & configure Social Media tool

12/2

Week 7

### MODULE 3: CREATING SOCIAL SOFTWARE-BASED LEARNING ENVIRONMENTS

UNIT 7: Portal Pages, Social Networking & Other Tools

- Netvibes
  - Facebook; Ning; Google Apps; Twitter;
- Join Discussion 5

Complete Ex#7 – setup & configure Netvibes

12/9

Week 8

UNIT 8: Mash-ups & Widgets

- Small pieces loosely joined -- techniques for integrating your tools.

Join Discussion 6

Complete Ex#8– create mash-up or advanced widgetry

Draft Prototype due

12/15

Week 9

UNIT 9: Emerging Web 2.0 Tools/Topics

- Readings and work on final projects

Join Discussion 7

Peer Reviews due

Submit Design Doc 4 -- Evaluate & Refine

Final Design Doc & SSLE Prototype due 12/18

COURSE END: Wednesday, December 18

Revised 8/24/2013