GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PROFESSIONAL DEVELOPMENT STUDIES

EDPD 504 6T1: Social Media Learning and Analytics
(3 credit hours)

Course Duration: January 14, 2016 through April 28, 2016
Virtual/Synchronous online class meeting dates: 1/14, 3/24, and 4/21
In-Person class meeting dates: 2/11, 3/11, and 4/28 (classroom location: Herndon Facility)

PROFESSOR:
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COURSE DESCRIPTION
A. Prerequisites / Corequisites
   None
B. University Catalog Description
   None
C. Expanded Course Description
The purpose of this course is to explore pedagogical applications of Social Media (or Web 2.0) tools in learning environment with an emphasis on identifying and evaluating 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 with people and resources and which enable social networking and content generation, aggregation, and social curation. We will also explore the learning analytics capabilities of these tools. Virtual worlds, augmented reality, mobile devices and gaming are not covered in this course.

The course has three broad overlapping goals: to provide an engaging overview of cutting-edge social media technologies, to identify the affordances of each particular social media tool for learning, and to explore best practices for using social media tools to meet different instructional and training goals.   Social media is grounded by constructivism and research shows that it supports the development of social learning and personal learning environments. A critical approach to the effectiveness of social media for learning is warranted.

NATURE OF COURSE DELIVERY
This course will be delivered online using a primarily **asynchronous** (online) format via the Blackboard learning management system (LMS) housed in the MyMason portal with the exception of 6 scheduled synchronous meeting dates: 3 online meetings and 3 in-person meetings. The course will utilize a combination of readings, mini-lectures, hands-on training, student generated content, threaded discussions, and projects to help participants understand the content of this course.

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 Thursday, Jan. 14th.

TECHNOLOGY REQUIREMENTS
The following resources are minimum requirements for participation in this course:

1. 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;
2. Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
3. A computer operating system and web browser certified or at least compatible to support the new Blackboard Learn 9.1:
http://www.edugarage.com/pages/viewpage.action?pageId=51414180
4. USB headset with built-in microphone or external microphone and speakers
5. Students will 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.
6. The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
   - Adobe Reader: http://get.adobe.com/reader

LEARNER OUTCOMES or OBJECTIVES

The course is designed to enable participants to:
- Describe the evolution of Internet/Web-based collaboration tools.
- Identify the affordances of social media tools and apply best practices for using these tools in a corporate / government training setting.
- 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 as networked learning resources and for social networking functions.
- Design, develop, and evaluate a social media learning strategies that integrate 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.
- Describe how learning analytics are used in commercial social media tools to track user activity.
- Leverage social media tool learning analytics capabilities and 3rd party tools to help analyze learner activity as part of an assessment strategy.
- Create effective informational presentations and screencasts that provide critical analysis of social media tool capabilities and affordances for conducting training instruction or work performance improvement.

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

TEXTBOOKS

The course learning modules contain selected web readings and resources that will serve as an electronic textbook. In addition, there are two free online books that will be used and an online repository of tutorials

from a well-known technology training provider:

- 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. This is available as a Mason library eBook that can be accessed from the following link:
  http://magik.gmu.edu/cgi-bin/Pwebrecon.cgi?BBID=2788021
- Lynda.com This is a Mason-sponsored training service (choose Go to login through Mason and then login with you Mason user name and password).

EXPECTATIONS:

- **Course Week:** Because asynchronous courses do not have a "fixed" meeting day, our course week will **start on the Thursday of each week and finish on Wednesday of the following week**.
- **Log-in Frequency**: Expect to log in to this course **at least three times a week** to work on course materials and participate in the discussions. Students must actively check the course Blackboard site and their personal email for communications from the instructor, at a minimum this should be **three times per week.**
- **Announcements:** You must forward your Mason email to your primary personal/work email account in order to receive weekly and/or urgent notifications from me related to the course, or from the University regarding Bb LMS problems/outages.
- **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, and 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. Online learning has a strong self-directed component to it, 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 **three times per week** 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 to notify me.
- **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.
- **Privacy/Security:** 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 and 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.

COURSE 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 a detailed description of every assignment on Blackboard under *Course Assignments*.**

1. **Weekly Discussions (30% of the final course grade)**
   *Discussion initial responses are due by Saturday of each week
   *Replies to classmates' posts are due by Wednesday of the following week.
   We will be using Blackboard's discussion board as our discussion platform in this course. Almost 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 Thursday on the discussion forum, and initial responses are due on Saturday11:59 pm of every week. In addition to posting your initial response to the discussion prompt, you will be asked to comment on 2 of your classmates' posts by Wednesday 11:59 pm 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.

   a. **Social Media Learning Activities**
      The course is designed to guide your exploration of the different social media tools as part of the weekly learning activity by directing you to set up an initial account, personalize it, configure the tool for collaborative work, and complete prescribed tasks. You will be asked to share your account information with your classmates to create a learning community. Many of these social media activities will be the focus of the weekly discussion forums. A list of the social media tool exercises will be posted on the course site.

2. **Curate (15% of the course final grade)**
   This is a semester-long social media learning activity designed to give you an extended experience with one social media tool that is used to curate content and build community/network over time. The curation tool that we will focus on is **Diigo – a social bookmarking tool** (see a detailed description of this assignment on Bb). In general, you will use the tool over the semester to gather social media resources that are useful for training, teaching and learning. You will make comments on your peer's tools and also make a unique post to the course community tool of the same ilk describing how it connects with the week's topics.

3. **Social Media Technology Presentation (15% 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 narrated video presentation on the tool accompanied by a text transcript --** that introduces your peers to the tool, its features/affordances, and related research.

4. **Final Project: Social Media Learning Strategy (SMLS) (40% 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. 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.
   o 10% of your grade (applied individually but based on your group performance) will be based on

the completion of an associated Design Document that is used to help me scaffold your development of the SMLS.

GRADING
Grades for every assignment will be posted on Blackboard.

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

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 COMMITMENTS
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/].

PROPOSED COURSE SCHEDULE

Week/Date Starts on Thursday	Class Topics and Readings	Assignments
Week 0: 1/7/16 (OPTIONAL)	**Pre-Course Orientation** • Get a head start reviewing the course content, touring the course site, and setting up course social media tool accounts	• Set-up basic course tools, establish digital identity, and prepare login management log. • Perform technology checks.
Week 1: 1/14/16 Synchronous Online Class Orientation, on Thurs., 1/14 (1/18 MLK holiday)	**Getting Started: Course Orientation & Introduction** • 75 minute live online meeting via Bb Collaborate **Understanding Web 2.0** • Read Teaching Crowds Ch. 1. • Read Social Media for Trainers: Introduction and Ch. 1. • Lynda.com: Social Media Classroom Introduction, Ch. 1 & Ch. 3 **Security, Privacy, & Copyright** • Assigned reading(s)	• Post your personal introduction by Saturday on the discussion board. • Create a concept map of your personal learning network as it relates to your formal/informal use of social media at work as well as at home.
Week 2: 1/21/16	**Social Learning Theories & Affordances** • Read Teaching Crowds Ch. 2 • Read Social Media for Trainers Ch. 7 **Social Forms for Learning** • Read Teaching Crowds Ch. 3	• Discussion Question 1 • Start Diigo assignment • Select social media presentation topic
Week 3: 1/28/16	**Social Networking and Microblogging Tools**: Facebook, LinkedIn, Google+, Twitter, Slack, Academia.edu • Watch student social media presentations • Read Social Media for Trainers, Ch. 2 & 3 **Social Media Design** • Read Bower, Hedberg & Kuswara (2010) article: *A framework for Web 2.0 learning design*	• Discussion Question 2
Week 4: 2/4/16	**Content Curation Tools:** Diigo, Scoop.it, Storify, Flipboard, Pinterest, Evernote • Watch student social media presentations • 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 Education*	• Discussion Question 3
Week 5: 2/11/16 In-Person Class Meeting, on Thurs., 2/11	**Media Editing and Sharing Tools**: YouTube, Podcasting, & Vlogcasting, Screencasting • Watch student social media presentations • Read Ng'ambi & Lombe (2012). *Using Podcasting to Facilitate Student Learning: A Constructivist Perspective* **Hands-on Workshop** • GarageBand, Audacity or SoundCloud • Screenrecording: Screencast-O-Matic, Camtasia, or Kaltura	• **Self-select SMLS groups (final project) and meet in class to brainstorm design idea**

Week 6: 2/18/16 (2/15 holiday)	**Media Editing and Sharing Tools**: YouTube, Flickr, Scribd, Slideshare, WordCloud, Feedly (Tags, Hashmarks, RSS, Likes etc.) - Watch student social media presentations - Read Sherer and Shea (2011). *Using Online Video to Support Student Learning and Engagement* **Interactive Video:** Videonot.es, edcanyon, Zaption	• Discussion Question 4
Week 7: 2/25/16	**Blogs and Wikis:** WordPress, Weebly, PbWorks, Tumblr, & Wikipedia - Watch student social media presentations - 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*	• Discussion Question 5 • **Submit SMLS Design Doc 1 – Design Idea**
Week 8: 3/3/16	**Learning Analytics:** Google Analytics, Bb LMS Analytics - Readings/Activities TBA - Watch student social media presentations **Social Media Management Tools:** Hootsuite, TweetDeck, Netvibes - RSS, Mash-ups, & Widgets,	• Discussion Question 6 • **Submit SMLS Design Doc 2 – Audience /Setting**
Week 9: 3/10/16 <mark>In-Person Class Meeting, on Fri., 3/11</mark>	**Classroom-based Social Media Tools (classroom polling & feedback):** PollEverywhere, Socrative, jPOLL (polling and SRS) Bluepulse (online polls in Bb), Google forms, Kahoot - Readings TBA - Watch student social media presentations	• Discussion Question 7 • **Submit SMLS Design Doc 3– Content / Format**
Week 10: 3/17/16	**Personal Learning Environments:** Domain of Your Own - Readings TBA - Build Your Own Domain: http://stateu.org/ - Watch student social media presentations	• Discussion Question 8
Week 11 3/24/16 <mark>Synchronous Online Class Meeting, on Thurs., 3/24</mark>	**Web Conferencing and Online Presentation Tools:** Bb Collaborate Ultra, Adobe Connect, Open Source, Google Hangouts, Firefox, Jabber, Skype, Appear.in, video conference tool (Zoom) - Watch/Attend student social media presentations - Read Bower (2011) *Synchronous collaboration competencies in web-conferencing environments – their impact on the learning process*	• Discussion 9 in Hangouts • Video Conference with groups to discuss final project (SMLS). *A doodle will be sent to schedule conference.* • **Draft SMLS due**
Week 12 3/31/16	**Web Conferencing and Online Presentation Tools:** VoiceThread, Prezi, Haiku Deck, Slideshare, Nearpod, YouTube - Interactive whiteboard/screencasts: ExplainEverything - Online shared whiteboards (e.g., RealTimeBoard, Padlet, & Google Drawings/Google Drive - Watch student social media presentations	• **SMLS Peer Reviews due** - Post final presentation and SMLS design document for peer feedback (peers will be assigned).
Week 13 4/7/16	**Emerging Web 2.0 Tools/Topics** - Read Teaching Crowds Ch. 10 - Other Readings - TBA **Work on Final project**	• Discussion Question 10 • **Submit SMLS Design Doc 4 -- Evaluate & Refine**
Week 14 4/14/16	**Open Lab week / Work on Final project**	• **Final Design Doc and SMLS due**
Week 15 4/21/16 <mark>Synchronous</mark>	**Final project presentations – synchronous online groups**	
Week 16 4/28/16 <mark>In-Person</mark>	**Final project presentations – in-person groups**	• Course Evaluations

Social Media Learning Strategy- Final Project

In groups of 2 or 3, create a social media learning strategy (SMLS) for an instructional environment to improve collective and social learning. Your SMLS should include a description of the following:

- The instructional topic or lesson including the learning objective(s) or goal(s)
- The setting and the audience of this lesson
- The social media technologies (at least 2) integrated into this learning environment
- The rationale behind selecting these social media tools
- A rationale for how to use learning analytics to assist in social learning assessment
- A step-by-step description of the Social Media Learning Activities
- Possible issues that learners might encounter and possible solutions that you recommend

For this final project, you are expected to create a **10 minute Group Recorded Presentation** describing your social media strategy. You may base the outline of your presentation on the bullet points listed above. In addition to the presentation, a more detailed **Design Document** that describes each of the elements mentioned in the outline is required. Be creative in the design of your team project.

SMLS Final Project Rubric

Evaluation Criteria	Exceeds Standards	Meets Standards	Does Not Meet Standards
Instructional Topic (10 points)	The topic/lesson of instruction is well described and a problem/situation is presented to justify a need for social media integration within the learning environment.	The topic/lesson of instruction is described and a problem/situation is presented but the justification for the need for social media integration within the learning environment is unclear.	There is little connection between the topic selected and the need for the social media learning environment.
Setting and Audience (10 points)	The setting of the learning environment and the audience (individual or group) are well described.	The setting of the learning environment and the audience (individual or group) are vaguely described.	The setting of the learning environment and the audience (individual or group) are not described.
Learning Objectives (10 points)	The learning objectives of the instructional environment are described and the design of the social media learning activities supports the achievement of these objectives.	The learning objectives of the instructional environment are described and the design of the social media learning activities somewhat supports the achievement of these learning objectives.	The learning objectives of the instructional environment are not measurable and the design of the social media activities does not enhance learning.

Selection of Social Media Technologies (Rationale) (10 points)	The selected social media tools (2) clearly support the learning objectives and add value to the instructional environment as evidenced by course readings or external sources (Groups, sets, nets and collectives or other readings).	The selected social media tools (2) vaguely support the learning objectives and do not add much value to the instructional environment. There is some justification from course readings.	The selected social media tools do not support the learning objectives and do not add value to the instructional environment. There is little justification from course readings.
Learning Analytics: A rationale for how to use learning analytics to assist in social learning assessment. (10 points)	An evidence-based justification for using learning analytics to assist in social learning assessment.	A merely descriptive account of the use of learning analytics to assist in social learning assessment.	Lacks a coherent or evidence-based rationale for how to use learning analytics to assist in social learning assessment.
Description of the Social Media Learning Activity (Instructional Strategies) (15 points)	The social media learning activities are well described and provide step-by-step guidance to the instructor/ trainer. External resources (academic articles) related to the use of social media in the selected environment are used to justify the design of the social media activities.	The social media learning activities are described and provide guidance to the instructor/ trainer. External resources are presented.	The social media learning activities are hard to implement because of lack of clarity and no external resources are provided.
Potential Problems and Solutions (10 points)	A list of potential problems associated with the implementation of the SMLS is presented accompanied by a list of possible solutions to address these challenges. There is evidence of course readings or external resources to justify problems/solutions.	A list of potential problems associated with the implementation of the SMLS is presented accompanied by a list of possible solutions to address these challenges. There is some evidence of course readings or external resources to justify problems/solutions.	Some anticipated problems are presented, but suggested solutions are based on personal experience rather than research.
Final Presentation (15 points)	The audio-recorded presentation is high quality and is recorded by one or more members of the group. It presents the different elements presented in this rubric. A script is provided (or captions). The presentation does not exceed 10 minutes.	One or more members of the group record the audio-recorded presentation. It presents the different elements presented in this rubric. A script is provided (or captions). The presentation exceeds 10 minutes.	The audio-recorded presentation is of poor quality and no script is provided.
Design Document (10 points)	The design document includes a table of contents and all the elements presented in this rubric (except for the presentation). It also includes a list of references using APA style.	The design document includes all the elements presented in the rubric and a list of APA style references.	Some elements of this rubric are missing in the design document.

100 points total			