

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

EDIT 574 A01: Social Media and Digital Collaborative Applications: Microblogging
1 credit, Summer 2017

PROFESSOR(S):

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Office hours: Day or evenings by appointment via phone, email, or web.

Class dates: May 22, 2017 through June 24, 2017.

COURSE DESCRIPTION:

A. Prerequisites/Corequisites

None

B. 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.

C. Expanded Course Description

Microblogging is a new form of communication within the last ten years. As a mechanism for posting small quantities of content, it offers a unique construct that can have powerful educational applications.

This course will examine microblogging as a communication tool, an information conduit, an opinion channel, a voice for the unheard, and as a real-time newscast. Students in this course will investigate and research various forms of microblogging as well as actively participate in microblogging. This course will examine and discuss the educational potential, highlight best practices and examples, and inform on how to effectively implement and assess microblogging techniques to achieve desired instructional goals and outcomes.

DELIVERY METHOD:

This course is completely asynchronous and structured on weekly readings, video reviews, independent assignments, posting on a personal blog site, and class participation. The discussion forums on Blackboard will be open as a place to post questions and answers. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password.

Each week's list of assignments will be posted at the course web site by noon Monday EST along with the material for the week. Assignments will be due on the following Sunday evening by 11:59pm. Assignments posted after 11:59pm will be considered late, and possible loss of points will reflect the late submission.

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, Chrome, or Mozilla Firefox. Opera and Safari are **not** compatible with Blackboard.
- Consistent and reliable access to their GMU email and to Blackboard, as these are the official methods of communication for this course.
- Hardware: Digital video camera, computer, phone camera, or other device capable of capturing images and video.
- Software: Students will need access to software for this course. The course will be using Twitter, Instagram, and Snap Chat as the application (“apps”) for microblogging.

This course will not focus on software mechanics (that is, image or video fidelity, or professional production), but rather the educational purpose for which the software is being used.

EXPECTATIONS:

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on Monday, and **finish** on Sunday.
- **Log-in Frequency:** Students must actively check the Blackboard course site and their GMU email for communications from the instructor. This should be **daily** given the short duration of this course.
- **Participation:** Students are expected to actively engage in all course activities throughout the course, 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 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 course and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Although much of this course is self-paced, there are **specific deadlines** and **due dates** listed in the **COURSE SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student’s responsibility to keep track of the course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues or questions, the instructor will be available to meet via telephone or web conference. Email the instructor to schedule your one-on-one session and include your preferred meeting method and 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. Always re-read responses carefully before posting them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** The instructor 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.

LEARNER OUTCOMES:

This course is designed to enable students to:

- Experience and demonstrate different microblogging venues;
- Explain the different kinds of microblogging and their educational value;
- Demonstrate different educational microblogging uses;
- Highlight exemplar and/or unique educational microblogging reference models (examples);
- Critically assess various educational microblogging implementations and argue for or against their perceived educational outcomes.

COURSE OBJECTIVES:

The objective of the class is to prepare students on how to incorporate today's social microblogging as an effective pedagogical tool to support teaching and to effectively stimulate learning.

Students will:

- learn about different kinds of microblogging;
- learn how to compose and/or highlight microblogging examples;
- gain practice in creating such examples using different media;
- form a community of peers learning together through trial and error;
- interact and share ideas and arguments related to the critical analysis of social microblogging as it relates to teaching and learning; and
- find resources and leverage tools to participate in social microblogging within the class.

Upon completion of this course, students should be able to:

- Express mastered critical skills for exploring microblogging, including displaying properties, techniques, components and characteristic differences among various microblogging venues;
- Choose digital media appropriately as a delivery option for microblogging;
- Demonstrate a working knowledge of capturing and manipulating digital text, image, and video;
- Formulate an effective strategy for design and creation of an educational microblogging design implementation, from conceptualization and planning to development and execution;

- Offer critique and their own perspective in analyzing different works.

REQUIRED TEXTS:

This course has no required textbook. Weekly online readings and software participation will be assigned via the course Blackboard web site.

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.
- 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.
- Provide for the effective implementation of instructional products and programs.
- Identify and resolve ethical and legal implications of design in the work place.

COURSE ASSIGNMENTS AND DELIVERABLES:

Account Set ups and Introductions (15 points)

Students will be obtaining class accounts in three popular microblogging apps. Students will use those account to post introductions.

Weekly microblogging, analysis, and implications (60 points)

Students will use microblog application tools (our class will use Twitter, Instagram, Snap Chat) throughout the course. Students will participate in microblogging. Students will analyze what they learn, offer implications for teaching and learning, and argue for the educational value. Students will critically assess submissions by classmates, arguing for or against their perceived value as well as offer constructive criticism for any improvements.

Class Participation (20 points)

Students will participate in class discussion offering ideas, suggestions, and comments, as well as offer critical reflection of classmates' work. Students will participate in microblogging discussions as well as participate in commenting to classmates' blogs on Blackboard. Students will participate, as necessary in supporting help to other students with questions or problems, posted to the Q&A Discussion board. Students will be required to journal their reflection of micro social media for education.

WEEKLY COMMITMENT TIME:

The video and reading assignments should take between ½ - 1 hour to complete each week. Each microblogging blog highlight should take approximately 1 hour to create and complete, including time to research and prepare.

Participation on microblogging apps, personal blogs on Blackboard, and peer support via our class Q&A Discussion board should take between ½ - 1 hour to complete, distributed over time throughout each week.

In total, this class should take no more than 2-2½ hours to complete weekly. This is appropriate for a one-credit class at the graduate level.

GRADING POLICIES:

Successful completion in this course is predicated on active participation. Grades are based on participation, microblogging highlights, and critical assessment of peer work. It is important to complete each assignment on time.

Grades will be determined based on the following percentages:

| | |
|--------------------------------|------------|
| Account Setup and Introduction | 15 points |
| Text-based microblogging | 15 points |
| Image-based microblogging | 15 points |
| Video-based microblogging | 15 points |
| Case Study | 20 points |
| Participation | 20 points |
| | |
| Total Possible Points | 100 points |

Grading Scale

The grading scale used in this course is the official George Mason University scale for graduate-level courses:

| | |
|----|-------------|
| A+ | 97-100% |
| A | 94-96% |
| A- | 90-93% |
| B+ | 86-89% |
| B | 83-85% |
| B- | 80-82% |
| C | 70-79% |
| F | 69 or below |

Blackboard Requirements

Every student registered for any Instructional Design and Technology (IDT) course with a required performance-based assessment is required to submit this assessment to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

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/>.

PROPOSED COURSE SCHEDULE:

This schedule is a basic outline and is subject to refinement and/or updates as the course may require.

Week 1: *Introduction to Microblogging*

(05/22/17 – 05/28/17)

Students will have required readings and/or videos, accounts to create, and a weekly assignment.

Week 2: *A Look at Text-based Microblogging*

(05/29/17 – 06/04/17)

Students will have required readings and/or videos, assignments, and class participation.

Week 3: *A Look at Image-based Microblogging*

(06/05/17 – 07/11/17)

Students will have required readings and/or videos, assignments, and class participation.

Week 4: *A Look at Video-based Microblogging*

(06/12/17 – 06/18/17)

Students will have required readings and/or videos, assignments, and class participation.

Week 5: *Case Study*

(06/19/17 – 06/25/17)

Students will have a class assignment, and class participation.

QUESTIONS ABOUT MATERIAL OR ASSIGNMENTS:

If you have any questions, comments, concerns throughout the course, please either email me, or post them in the **Q&A** section of our Blackboard course. The instructor will aim to answer questions within 24 hours. Students are also strongly encouraged to respond to questions, as applicable. This is a learner-centric class model with a collaborative, peer learning focus.

Rubric

Analyzing Microblogging Concepts; Implications for Teaching and Learning

15 Points / week

Text, Image, and Video Microblogging during Weeks 2, 3 and 4

| Criteria | Exceeds Standards | Meets Standards | Somewhat Meets Standards | Does Not Meet Standards |
|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Analysis</p> <p>Analysis of Microblog platform</p> <p><i>(The medium - text, image, video - vice the specific App).</i></p> | <p>Blog analysis presents the concept clearly and with sufficient detail, and explains why medium was chosen and the creativity of the idea. Concept/Idea implements the use of microblogging in a clever, creative, or unique manner.</p> <p style="text-align: right;">7-6 points</p> | <p>Blog analysis presents the concept clearly and with sufficient detail, and explains why medium was chosen and the creativity of the idea.</p> <p style="text-align: right;">5-4 points</p> | <p>Blog is only a summary. Presents the concept, but does not sufficiently explain the medium. There is little creativity to the concept.</p> <p style="text-align: right;">3-2 points</p> | <p>Blog is missing, or not understood at all.</p> <p style="text-align: right;">0-1 points</p> |
| <p>Implications for Teaching and Learning</p> <p>Perceived Potential of Educational Outcome</p> | <p>Concepts are complete and clear in informing and explaining the concept's educational value. Implications have a very clear focus and purpose. Perceived learning occurs easily and clearly. Pedagogical elements clearly present. Perceived learning targets a difficult concept or otherwise has significant impact on student.</p> <p style="text-align: right;">8-7 points</p> | <p>Concepts are complete and clear in informing and explaining the concept's educational value. Implications have a focus and purpose. Perceived learning occurs easily and clearly.</p> <p style="text-align: right;">6-4 points</p> | <p>Concepts are somewhat complete and clear in informing and explaining the concept's educational value. There is somewhat of a focus and purpose. Perceived learning does is somewhat clear.</p> <p style="text-align: right;">2-3 points</p> | <p>Concept is incomplete in explaining the educational value. Implications are missing or otherwise with limited focus and purpose. Perceived learning does not occur easily and clearly.</p> <p style="text-align: right;">0-1 points</p> |

2 points off for each day submitted late.