

EDTECH 597 SOCIAL NETWORK LEARNING

Fall 2010
Dept. of Educational Technology
Boise State University

Instructors



Lisa Dawley, Ph.D.

Professor & Chair, Dept. of Educational Technology
 Boise State University
 Office Phone: 208-426-5430
 Cell Phone: 208-869-6612
 Skype: lisadawley
lisadawley@boisestate.edu

Welcome! Email or text is the best way to get in contact with me since I spend quite a bit of time in meetings during the work day. My voicemail is also forwarded to email. All emails will be responded to typically within 24 hours. You can also call me in Google Chat or Skype. Always feel free to call me if you are struggling, please be considerate of evening and weekends, as these are personal time and I reserve the right not to respond.



Glori Hinck, D.C.

Co-Instructor
 612-670-0527
glorihinck@u.boisestate.edu

Our co-instructor in this class is Dr. Glori Hinck. Glori will be co-instructing in our course, and she is very friendly and able to answer your questions, as well. This is our second time team-teaching together, and we are committed to providing you a strong co-taught educational experience.

This class will use a variety of communication channels, but most courses communications will take place through our Moodle coursesite and email. Communication has been very successful in prior classes so I will work through any questions and problems in the most convenient way possible for our course. We'll also provide optional "open chat" sessions in Adobe Connect and Second Life.

EdTech 597 Course Description

This graduate level course explores collaborative and emergent pedagogies, tools, and theory related to the use of social networks in learning environments. Participants will gain hands-on experience with a variety social networking tools, create a community-based resource, and have an opportunity to develop a global professional network for educational technologists. Social network knowledge construction (SNKC) is used as a framework for learning.

Course Location

This is an online course supported by the Moodle learning management system. The login page is located at: <http://edtech.mrooms.org> Bookmark this URL for quick access.

Course title in Moodle: EDTECH 597: Social Network Learning
 Enrollment Key: socialnetwork

Technical Difficulties : On occasion, you may experience problems with accessing Moodle or class files, with your Internet service, and/or other computer related problems. Do make me aware if a technical problem prevents you from completing assignments.

from completing coursework.

BSU Help Desk (Broncomail) - http://helpdesk.boisestate.edu/students/broncomail/getting_started.shtml
Moodle Assistance - nelsonbaquero@boisestate.edu

Course Objectives

The following are the objectives for this class:

- Define social network learning.
- Identify learning theories and researched-based practices that support current approaches to effective use of social network technologies for learning.
- Analyze strengths and weaknesses of various social network technologies for a variety of learning goals.
- Contribute to social learning networks using a variety of media and communication mechanisms.
- Participate in three levels of learning networks: personal, organizational, and global.
- Identify factors with successful social networks, and create a social learning network addressing these factors.
- Understand attributes of leadership dynamics in social networks, and demonstrate leadership with social learning networks.
- Reflect on the implications of social learning networks for yourself, work environment, and others.

Texts

All required readings will be web-based or provided to you. We will have an optional "Book Club" experience offered later in the semester as one way to meet to the final class project goals.

Schedule and Assignments

Tentative Schedule

Topics	Start Date	Activities
Module 1: Introduction & Overview	8/23	Introductions in VoiceThread, defining Social Networking Learning, join class Diigo site
Module 2: Personal Learning Networks & Environments: Identify & Lurk	8/30	Identify attributes of successful PLEs & PLNs; PLN & PLE flowchart
Module 3: Personal Learning Networks & Environments: Contribute & Create	9/13	Contribute to PLNs; analyze strengths and weaknesses of various PLNs to achieve learning goals
Module 4: Professional Learning Communities- Identify, Lurk & Contribute	9/27	Compare and contrast open and closed PLCs, contribute to PLC wiki in small group activity
Module 5: Creating, Leading & Managing Online Networks	10/11	Interview network manager, submit final project proposals
Module 6: Final Project: Prepare rubric	10/25	Submit final rubric, establish project site, schedule time to meet with instructor
Module 7: Project Review & Peer Feedback	11/8	Participate in project review & peer feedback
Thanksgiving Week	11/22	No class, but could begin Module 8 if you want an extra week.
Module 8: Reflect on Your Learning	11/29	Revised PLE flowchart, and reflection paper/blog/video.

Recommended Software

	Windows	Mac
Anti-Virus Software (Free or minimal cost)	Norton Anti Virus AVG Anti-Virus (Free)	Norton Anti Virus
Web page Editing Software (Education discounts available)	Dreamweaver	Dreamweaver
Word Processor (Education discounts available)	Microsoft Word	Word:Mac
Web Browsers (Free)	IE 6/7 for Windows FireFox for Windows	Safari (Should be installed already) FireFox for Mac
Flash Players (Free)	Flash Player	Flash Player
Quick Time (Free)	Quick Time	Quick Time
Image Editing Software (Various Costs)	Fireworks (or if you have another editor, you may use it)	Fireworks (or if you have another editor, you may use it)
Screen Capture/Video Editing (Various Costs)	Camtasia	Camtasia for Mac
Digital Sound Recording Software (Free)	Audacity	Audacity

Software Discounts

Students and educators are eligible for discounts for certain software. Two places you can purchase software at a discount are: [BSU Bookstore](#) and [Academic Superstore](#). Check there before purchasing any software such as Dreamweaver.

Hardware Requirements

You will need a computer with speakers and Internet access. High speed Internet access yields the best results in this class. Previous students have gotten by with 56k dial up connections, albeit with some frustration. A microphone will be required for this course for sound recording and potential web conferencing. A web-cam is also strongly recommended.

For best results it is recommended that you run Windows Vista, Windows XP, or Windows 2000, or Mac OSX. Older operating systems do not work well in this course.

Assignments and Projects

Posting of Assignments: Detailed information about assignments will be posted in Moodle. Assignments begin on every Tuesday, and are typically due the following Tuesday as posted. Click the *Lesson Plan* link to access this information in each module. Assignment and project information will be updated regularly throughout the

information in each module. Assignment and project information will be updated regularly throughout the semester.

Please check Moodle at least twice per week to read announcements and check for assignment updates. Also, check your email at twice per week for course related correspondence.

Note that the default email address in Moodle is your BSU email address. Please check your personal information in Moodle to see if the email address listed there is the one you wish to be contacted with. If not, please change it right away.

Be aware that the university "recommends that you plan on 3-4 hours of course work per credit per week for Distance Ed classes. For example, a 3-credit class would require 9-12 hours of your time per week ([BSU Distance Education](#))."

Assignment Submission: All assignments must be submitted by Tuesday on the assigned due dates in your assignment. Assignments will be submitted in various formats whether it is via Discussion Board, Email, or posting to our student websites, etc. The methods will be outlined in each module.

Grades: Your assignments will be reviewed and posted within one week after the assignment due date. Depending upon the assignment, you will receive a rubric with comments or receive points earned for assignment completion. Please check the gradebook area by the Tuesday following the assignment due date. If you do not have an assigned grade, please contact me.

Grade Allocation	Points
Module 1 Activities	50
Module 2 Activities	100
Module 3 Activities	100
Module 4 Activities	100
Module 5 Activities	100
Module 6 Activities	50
Module 7 Activities	100
Module 8 Activities: Final Project Due Reflection Due	300 100
Grand Total Points	1,000

Accommodations: To request academic accommodations for a disability, contact the Office of Disability Services, Admin 114, (208) 426-1583. Students are required to provide documentation of their disability and meet with a Disability Specialist prior to receiving accommodations. Information about a disability or health condition will be regarded as confidential.

Faculty Initiated Drop: Please be advised that if you do not attend class at least once during the first week, you will be dropped from class.

Grades

Each assignment will be graded based on given criteria and a rubric each week as outlined in the *Assignment*. You can check your progress in Moodle by clicking the "Grades" link on the left-hand navigation bar. Progress is updated as assignments are evaluated throughout the semester.

Your final grade will be based on the following scale:

A	900-1000
B	800-899
C	700-799
D	600-699
F	500 & Below

Course Expectations

Course work in EDTECH 512 is divided into 15 weeks of the semester. The 16th week is used for instructor grading & feedback. Expect to spend approximately 9 hours per week on this course. The amount of time actually needed will depend on entry level skills and knowledge. This is an advanced elective course synthesizing skills and knowledge gained in your core classes the Master's program. If you are missing experience in core courses, anticipate the possibility of needing more time to synthesize and apply course content with outcomes that may not be equal to your peers.

The types of assignments and the level of interactivity vary from week-to-week. This is not a self-paced course, and projects involving collaboration with peers are required. I will always try my best to give clear directions on what, where, when, and how in the weekly assignment folder.

Communication with the instructor and/or students in the class can be readily accomplished through the email, group functions, instant chat and in live optional synchronous sessions offered in Adobe Connect. A *Student Lounge* is provided in the Discussion Board. This provides an opportunity for you to visit with other class members and discuss topics related and not related to this course.

I will provide as many opportunities for us to discuss questions and problems as a class as possible. You will see information posted in our assignments.

Standards Addressed in Course

The assignments in this course have been aligned to the *Standards for the Accreditation of School Media Specialist and Educational Technology Programs*: <http://www.aect-members.org/standards/standards2004.doc>

Standard	Assignment
Standard 1: DESIGN	
1.1 Instructional Systems Design Instructional Systems Design (ISD) is an organized procedure that includes the steps of analyzing, designing, developing, implementing, and evaluating instruction.	Final Project
Standard 2: DEVELOPMENT	
2.4 Integrated Technologies <i>"Integrated technologies are ways to produce and deliver materials which encompass several forms of media under the control of a computer"</i>	Final Project
Standard 3: UTILIZATION	
3.1 Media Utilization	Diigo Courseite
3.2 Diffusion of Innovations Diffusion of innovations is the process of communicating through planned strategies for the purpose of gaining adoption.	Final Project
Standard 4: MANAGEMENT	
4.3 Delivery System Management <i>"Delivery system management involves planning, monitoring and controlling"</i>	

Delivery system management involves planning, monitoring and controlling 'the method by which distribution of instructional materials is organized' . . . [It is] a combination of medium and method of usage that is employed to present instructional information to a learner"

Final Project

Standard 5: EVALUATION

5.3 Formative and Summative Evaluation

"Formative evaluation involves gathering information on adequacy and using this information as a basis for further development. Summative evaluation involves gathering information on adequacy and using this information to make decisions about utilization"

Reflection Video

Late Assignments

Sometimes situations occur that prevent us from working on our assignments on time especially with many of your busy schedules. During the course, every student will be permitted **one** late assignment without losing any points; however, the assignment cannot be turned in more than a week late. Any other assignments that are late past this first initial late assignment will have one letter grade per day deducted from it.

During the last two weeks of class, all assignments must be turned in on time and cannot be submitted late.

The instructor is not responsible for any text or software that is not obtained in enough time to complete the assignments.

Advanced Copies of Assignments

Assignments will not be handed out in advance. Often times a lesson can be changed prior to posting. This policy is to ensure that you always have the most accurate and up-to-date information available to you. I try to post our assignments early, but this is not a guarantee.

Academic Honesty

For this course, we will be adhering to the [BSU Student Code of Conduct](#) along with generally accepted [Fair Use Policies for Instructors](#). We will also observe [U.S. copyright laws](#) in this course. Several great links to copyright information are available on the BSU Academic Technologies site at: <http://itc.boisestate.edu/resource.htm>

According to the BSU Student Code of Conduct: "Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent her/his own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s)."

More About Plagiarism

For this course the following standards will be used:

- All students are expected to create original works for each assignment. Projects and papers written for other courses should not be reused for this class. To fairly assess each student, original work is needed in order to assure everybody is receiving the most out of the class and that the concepts are understood.
- All project text should be original text written by each student. Any content that is referenced or has small amounts of material quoted should be cited using APA format.
- Images or other media used in projects should be original, used with permission, or come from public domain. Terms and conditions for usage should be checked before being used.

In the event of academic dishonesty a complaint is filed with the BSU Student Conduct Office with supporting documentation. This complaint remains on file and actions may be taken against the student (e.g., loss or credit, reduction in grade, etc.).

The EdTech Program

The Department of Educational Technology supports the study and practice of facilitating and improving learning of a diverse population by creating, using, and managing appropriate technological processes and resources. Believing technology is a tool that enhances and expands the educational environment, we promote the use of current and emergent technologies for teaching and learning in a dynamic global society. Educational technologists are leaders and innovators, serving in institutions of higher education, public or private school settings, federal, state or local educational agencies, and in education-related businesses in the private sector.

[College of Education Conceptual Framework](#)

[Department of Education Technology Mission Statement](#)