Collaborative Learning Through Social Media  EDCT 7900

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Course Description: This course presents a broad and contemporary perspective of the potential for learning in social media contexts. In particular, this course is focused upon collaborative and constructivist learning experiences that employ the digital artifacts and interactive aspects of participatory culture found across a variety of social and new media contexts. We will also address established and emerging perspectives on constructivism and collaborative learning as well as learner autonomy, self efficacy, motivation and engagement.

Required Text:
As provided on course website: http://call.ohio.edu/moodle20/course/view.php?id=1270
(All necessary readings are also embedded in this syllabus)

Goals:
By the end of this course, students will:
Be aware of various constructivist theories
Be aware of various collaborative learning theories
Be aware of concepts related to cognitive surplus
Be aware of concepts related to participatory culture
Be aware of concepts related to perpetual beta
Be aware of various social media platforms
Be aware of various social media practices
Be aware of various digital artifacts associated with
Understand the relationships between constructivism and social media
Understand the relationships between collaboration and social media
Be able to construct learning experiences around the aforementioned topics
Be able to anticipate research experiences around the aforementioned topics
Be able to reflect critically around the aforementioned topics
Be able to demonstrate this critical reflection through observable means

Response Papers
You will write a critical response that addresses one or more topic addressed in the readings, discussions or videos presented in this class. We will discuss the guidelines for these papers, but for starters they will need to be between 5000-7500 words and need to utilize at least 5 citations. These will be submitted through our shared Box folder.

Project:
You will create an instructional curricular project that significantly employs aspects of collaborative learning, constructivism, social media and participatory culture. These projects need to be contextualized in a specific learning environment with specifically defined learners, instructors, goals and as many other details as possible. Using a real world context is ideal and I can help you to identify these.

Presentation:
During the final week of the semester we will present these projects. These will be evaluated by my as well as your student peers using a rubric that you will receive from me. We will also discuss the rubric and potentially revise it for our particular needs this term.
Other requirements:
You are expected to attend class and participate in all discussions. Graduate level coursework relies heavily upon your participatory engagement. A course focused upon participatory engagement relies even more heavily upon this participation. I like to model teaching practices in my own teaching. I know, it’s novel, right?

Discussion Leading:
Each student will lead a group discussion based upon a reading or other course content. These discussions will serve a significant role in this class. These should be intended to involve all members of the class, not to serve as a formal presentation. Each discussion should involve a brief introduction to the article followed by a series of activities, hands-on practice or questions that support the article.

Evaluation:
There will be three different kinds of evaluation: Participation, Discussion Leading and Final Project/Presentation.

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<th>Grade</th>
<th>Score Range</th>
<th>Component</th>
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<td>Response paper</td>
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<td>A-</td>
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Academic Honesty
It is important that any paper or assignment you submit be written in your own words. Any indication of academic dishonesty may result in no credit for an assignment and, if warranted, may result in referral to University Judiciaries.

Course Calendar

Week 1
Introduction to course
Introduction to social media (beyond web 2.0)
Prezi- Promoting engagement through participatory practices
Watch in class: Howard Rheingold: The new power of collaboration (2005)
Listen for Week 2: Why We Collaborate: Ted Radio Hour (2015)

Week 2
Discussion about “Why We Collaborate: Ted Radio Hour (2015)” (Led by ____________)
Crowdsourced data projects
Examples:
White House science initiative
Falling Fruit
CULTR
Technology in English

Week 3
Discussion about “Screen Time 2: Ted radio hour (2015)” (Led by ________________)
Watch in class: Manuel Lima: A visual history of human knowledge (2015)
Overview of visualization
Other mapping projects
Watch for Week 4: David Weinberger: Too Big to Know
Week 4
Discussion about “David Weinberger: Too Big to Know” (Led by____________)
Open Data
Data Mining
Watch for Week 5: Clay Shirky series:
Clay Shirky: Institutions vs. collaboration (2005)
Ted Talks: Clay Shirky: How Social Media can make History (2009)

Week 5
Discussion about “Clay Shirky series” (Led by______________________________)
What is community?
Communities of practice

Week 6
Integrating Social Media into Institutional Practices

Week 7
Discussion about “Designing social media into university learning: technology of collaboration or collaboration for technology?” (Led by________________________)
Creating Communities of Participatory Culture

-------------------------------------------SPRING BREAK-----------------------------------------

Week 9
Discussion about “Within and beyond communities of practice: making sense of learning through participation, identity and practice” (Led by________________________)
Identity online
Constructing Identities
Response Paper Topics Due

Week 10
Discussion about “Unstoppable Learning –Ted Radio Hour (2015)” (Led by__________)
Our Changing Nature?
Watch in class: TED Talk: We are all Cyborgs Now

Week 11
Discussion about “Screen Time 1: Ted Radio Hour (2015)” (Led by________________________)
CALL Conference This Friday/ Playful Learning this Saturday
Research Approaches in Collaborative Learning
Research Approaches in Social Media & Participatory Culture
Read for week 12: The attack on our Higher Education System: And why we Should Welcome it! And Watch: Anant Agarwal: Why massive open online courses (still) matter

Week 12
Discussion about “The attack on our Higher Education System: And why we Should Welcome it! And Anant Agarwal: Why massive open online courses (still) matter” (Led by____________________)
MOOCs and Other Disruptive Intrusions
Can Institutions Institutionalize Community?
Watch for Week 13: Sherry Turkle: Connected, but alone? (2012)

Week 13
Discussion about "Sherry Turkle: Connected, but alone? (2012)” (Led by___________)

Response Papers Due
Managing Social Media Projects
Watch in class: Eli Pariser: Beware Online Filter Bubbles (2011)
Read for week 14: Using a social networking site for experiential learning: Appropriating, lurking, modeling and community building

Week 14
Discussion about “Read for week 14: Using a social networking site for experiential learning: Appropriating, lurking, modeling and community building” (Led by_________)
Synthesis of Course Material
Course Wrap up/Loose ends
Watch in class: Ray Kurzweil: Get ready for hybrid thinking (2014)

Week 15
Final Presentations
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Supplemental Texts:


Weinberger, D. (2012). Too big to know: Rethinking knowledge that the facts are no longer the facts, experts are everywhere and the smartest person in the room is the room. Basic Books: New York.

TEDTalks : Alessandro Acquisti: Why privacy matters