Saint Mary's University of Minnesota
Schools of Graduate and Professional Programs
Adams-Friendship High School

Summer 2009

GPDE 5257 A&B
Web 2.0: Social Networking
1 or 3 Semester Credits

Course Meeting Dates and Times
June 15, 16 (8:00 - 4:00)

Instructor
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Course Description
Engage in social networking while learning the fundamentals of Web 2.0 technologies that foster cohesion, connect classrooms globally, and generate content via social interaction. Throughout this course, learners explore social networking resources that are available to educators and how these technologies can transform teaching and learning creating global networks and flat classrooms when integrated. Examples of social networking sites include Ning, Twitter, Flickr, Facebook, delicious, and virtual worlds.

Student Learning Objectives
Upon completion of this class, the learner is expected to be able to the following:
a. Explore current educational technologies to enhance professional practice and student learning.
b. Develop an understanding of educational technologies and applications in classrooms and instructional planning.
c. Align pedagogical values with current educational technologies.
d. Integrate current educational technologies into the curriculum to scaffold student learning and develop collaborative learning environments.

Online Resources
Additional library resources and assistance are available upon request, especially for students in degree-seeking programs at Saint Mary's University of Minnesota. Degree-seeking students can contact the GPDE Program Office via email at gpde@smumn.edu for further assistance.

Topical Course Outline
Class Session One
Morning
In-class learning activities
   • Engage in Web 2.0 and social networking self - assessment and dialogue to gain an understanding of the new web and social networkings place in it. (a, b, d)
         • PB Works
            • What is pbworks?
            • Visit wiki workshop
            • Create a personal pbworks page for your learning log.
            • Create a 6 by 4 table, K-W-L ?
                  • What do you **K**now about social networking/key words, what do you **W**ant to learn, what have you **L**earned and what **Q**uestions do you have.

- Review course syllabus and discuss expectations (a, b)
  - Link to social networking wiki (http://teche.pbworks.com/Social-Networking)
  - Add syllabus to wiki (email)

- Explore social bookmarking site Delicious (a,b,d)
  - Create a delicious account.
  - Add bookmark tools to tool bar.
  - Search the site.
  - Select and add people to your network.

- Create a Learning Log -Formative assessment that documents learner's emerging understanding of the course concepts. (b,c)
  - on personal pbworks page,
  - KWL #2 or name of tool, how you could integrate it in your current curriculum, and the impact it would have on students.
  - Gdocs - copy and paste wiki site into gdocs.

Break

- Engage in social networking: View others' wikis and comment on their information. (a, b)

- Locate and view Videos/You Tube (a,b,c)
  - Introducing the Book - This comedic portrayal of a medieval help desk relays the point that each new technology will bring with it challenges of user adoption and a steep learning curve.
  - Technology Integration UTEP
  - Complete a reflective analysis on your wiki - respond to: What connections did you make with your current educational practices?
    - Provide a solution updating one of your current practices with current educational technology.

- Explore Twitter - miniblog (a,b,c)
  - Add username and password
    - preferences – privacy, photo?
    - search and select other twitters
    - Twit someone in the class about integrating miniblogging into your profession.

Lunch 12:00
Afternoon

- Article review during lunch - (a, b, c)
  - Choose one of the articles posted on the Social Networking Site.
  - Dump information on 8 - 10 post-its Clump- lump (after lunch)

- Explore Social Networking sites facebook and myspace(a, b)

- Explore social Networking site Ning! And grou.ps(a, b)

- Share ideas within a group and recommend one of the social networks to your class. (c, d)
  - Evaluate it's benefit for student learning in your content area.
  - Potential areas for further inquiry.

- Develop a Ning or grou.ps social network and join one. (c, d)
    - Web tools: flickr, bubbleshare
        - Applications: photobooth, iphoto

- Explore Skype or Google Suite

- Skype - create your own contact list. (a, b)
    - sign up - record username and password
    - Skype - preferences - privacy
    - search and select other class members - text
    - add another contact to share text
    - video conferencing

- Complete a self assessment to reflect on your learning and application of social bookmarking. Learning Log (b, c, d) KWLQ
    - Respond to: What do you see yourself using for an implementation plan. What questions do you still have?

Out-of-class learning activities
View/read/listen to any of the YouTube videos/podcasts/articles listed on social bookmarking site and listing information on 5 post-its that you are taking away from this that will influence your planning for next year.

Class Session Two
Morning
In-class learning activities

8:00 - 8:30 Open lab
        KWL #3 -implementation ideas

- Engage in dialogue and reflective thinking on the current educational technology practices written on post-its from last night from last night.(a, b, c)
    - What would you title the discussion?

- Review implementation plan ideas. (c, d)

- Explore different blogs and blog sites. (21 classes, edublogger, blogger) (a, b, c, d)
    - blog etiquette
    - What makes a good blog?
    - Create a blog for educational or professional purposes.
        - First blog entry; What now?

Break

- Explore social networking and write 2 comments on a cohorts Ning site, wiki page, twitter, or blog and respond to those comments written to you. (b, c)

  - Create a Face book or myspace page

Lunch

- Provide instruction for completing assessments.
  - 1 Credit option
    - Documentation of strategies and techniques that may be integrated in the learners' classroom to include the how the web 2 tool will be integrated, why it's important/ impact on student achievement and classroom modifications that may need to be made. (learning log)
    - Create a comprehensive summary or an implementation outline for their classroom.
    - Reflection on learning and application of course content.
  - 3 Credit option
    - A classroom technology implementation plan
    - How will that implementation plan impact students?
    - Provide examples/strategies for consistent use of these tools in the classroom.
- Provide instruction for completing course evaluation

Open lab

- Tuesday I will keep the lab open for anyone wishing to stay and work.

Out of Class Learning Activities
  1. Complete and electronically submit reflective synthesis
  2. Complete and electronically submit self-assessment with reflective   synthesis

Teaching Methods
The PDI/GPDE programs support active learning strategies to promote research and application-based student engagement. Through best practices and learner-centered instructional strategies, instructors and students participate in collaborative learning activities that are responsive, differentiated, and relevant.

Assessment of Student Performance
Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments:
1. An analysis and synthesis of current educational research and professional reading to deepen learners' understanding of the essential course concepts.
2. Formative assessments that document learner's emerging understanding of the course concepts.
3. Application-based writing that demonstrates a comprehensive connection between the course's concepts and the learners' classrooms.
4. A comprehensive reflective synthesis that documents the strategies and techniques that will be integrated in the learners' classroom.
5. An implementation plan that documents the learners' understanding of and inquiry into the course's essential concepts in their classrooms. (3credits)
6. A self-assessment to reflect on learning and application of course content.

Criteria specific to each assignment will be explained in conjunction with the instructional activities.

Synopsis of Assignments

Analysis and Synthesis of Research		20 points
In-class Formative Assessments		20 points
Application-Based Reflective Writing		20 points
Reflective Summary (Strategies)	1 cr	30 points
Implementation plan	3 cr	30points
Self-Assessment		10 points

Total Points   **100 points**

Graduate Grading Scale and Policy
A   90-100%
B   80-89%
C   70-79%
NC   below 70%
Grading practices are consistent with university policy as stated in the current Schools of Graduate and Professional Programs' Catalog and Student Handbook. Grading is based solely on the assessment of the student learning objectives.

Schools of Graduate and Professional Programs Academic and University Conduct Policies
For further information on any of the academic or student conduct policies, please access the policy statements at the following links:
SGPP Academic Policies may be found at http://www.smumn.edu/sitepages/pid144.php
University Conduct Policies may be found at http://www.smumn.edu/sitepages/pid645.php