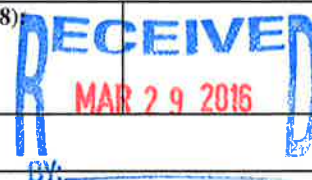


<b>ORIGINATOR'S SECTION:</b>	
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008) FALL 2016
2. Current Course abbreviation and Number: EDST644	



TYPE OF CHANGE(S). Check ☒ all that apply.

Course Number Change	<input checked="" type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input checked="" type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input checked="" type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section– both current and new – is required only for items checked (☒) above.

**NEW INFORMATION:**

**CURRENT INFORMATION:**

Course abbreviation and Number: EDT644		
3. Title: <b>Social Media and Personal Learning Networks in Education</b>		
Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) <b>Social Media in Education</b>		
4. Abbreviated Title for Banner (no more than 25 characters):		
Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) <b>Social Media in Ed</b>		
5. Number of Units:		
Number of Units:		
6. Catalog Description:		
Examines the use of social media in creating a personal learning network (PLN). Students will use various social media tools to create and participate in an on-line learning community to enhance instructional and personal development.		
Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.) <i>Explores the application of</i> <b>Explores how to utilize social media to support teaching and learning in educational settings and for building online personal learning networks.</b>		
7. Mode of Instruction* (See pages 17-23 at <a href="http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf">http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf</a> for definitions of the Course Classification Numbers)		
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture		
Activity		
Lab		
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture		
Activity		
Lab		
8. Grading Method:*		
<input type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)		
<input type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)		

## CURRENT INFORMATION:

## NEW INFORMATION:

9. If the NP or CP grading system was selected, please explain the need for this grade option.

## 10. Course Requires Consent for Enrollment?

☐ Yes ☐ No

☐ Faculty ☐ Credential Analyst ☐ Dean

☐ Program/Department/Director/Chair

## Course Requires Consent for Enrollment?

☐ Yes ☐ No

☐ Faculty ☐ Credential Analyst ☐ Dean

☐ Program/Department/Director/Chair

## 11. Course Can be Taken for Credit More than Once?

☐ Yes ☐ No

If yes, how many times (including first offering)

## Course Can be Taken for Credit More than Once?

☐ Yes ☐ No

If yes, how many times (including first offering)

12. Is Course Cross Listed? ☐ Yes ☐ No

If yes, indicate which course

Is Course Cross-listed? ☐ Yes ☐ No

If yes, indicate which course and check "yes" in item #17 below.

## 13. Prerequisite(s):

## Prerequisite(s):

## 14. Corequisite(s):

## Corequisite(s):

## 15. Documentation attached:

☒ Syllabus ☐ Detailed Course Outline

## PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information – all items in this section must be completed.)

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)? ☒ Yes ☐ No

If yes, please specify:

Educational Technology Certificate

17. Does this course change impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Check "yes" if the course is cross-listed. ☐ Yes ☒ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_Support \_\_\_\_\_Oppose

Discipline \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_Support \_\_\_\_\_Oppose

## 18. Reason(s) for changing this course:

The reason of the course abbreviation change is so that "Educational Technology" can be created as a course search category in PeopleSoft for students to easily find the Educational Technology courses. The goal of the course description change is to provide a clear description of the course content. Since technology constantly changes, the technology tools that will be covered in this course will also change but the foci will stay the same. The revised description will allow instructors to better communicate the content of the course to students while making adjustments to keep the course up-to-date, which is crucial for technology courses to stay relevant.

## SIGNATURES : (COLLEGE LEVEL) :

1. Originator (Please Print) \_\_\_\_\_

Date \_\_\_\_\_

2. Program Director/Chair \_\_\_\_\_

Date \_\_\_\_\_

3. College Curriculum Committee \_\_\_\_\_

Date \_\_\_\_\_

4. College Dean (or Designee) \_\_\_\_\_

Date \_\_\_\_\_

## (UNIVERSITY LEVEL)

5. UCC Committee Chair \_\_\_\_\_

Date \_\_\_\_\_

6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_

Date \_\_\_\_\_

7. President (or Designee) \_\_\_\_\_

Date \_\_\_\_\_



California State University  
SAN MARCOS

SCHOOL OF EDUCATION

*Engaging diverse communities through leading and learning for social justice.*

333 South Twin Oaks Valley Road, University Hall 468  
San Marcos, California 92096-0001  
760.750.4300  
[www.csusm.edu/soe](http://www.csusm.edu/soe)

<b>Course Number</b>	<b>EDT 644</b>
<b>Course Title</b>	<b>Social Media in Education</b>
<b>CRN Number</b>	
<b>Days</b>	
<b>Time</b>	
<b>Course Location</b>	
<b>Semester / Year</b>	
<b>Instructor</b>	
<b>Phone</b>	
<b>E-Mail</b>	
<b>Office</b>	
<b>Hours</b>	

### **SCHOOL OF EDUCATION MISSION & VISION STATEMENT**

*(Adopted by SOE Governance Community, January 2013)*

#### *Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

#### *Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

### **BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK**

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

## **COURSE DESCRIPTION**

Explores how to utilize social media to support teaching and learning in educational settings, and for building online personal learning networks.

### **Social Media in Education**

This 1-unit course is designed as part of the Educational Technology Certificate Program.

### **Graduate Credit**

This is a graduate level course, and successful completion can be applied toward the Masters' in Education General Option.

### **Credit Hour Policy Statement**

Per the University Credit Hour Policy, students are expected to spend a minimum of two hours outside of the classroom each week for 1 unit credit course.

## **REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS**

**Twitter Account:** Please create a Twitter account at [www.twitter.com](http://www.twitter.com) (it is free)

**LinkedIn Account:** Please create a LinkedIn account at [www.linkedin.com](http://www.linkedin.com) (it is free)

In addition to these two accounts, you will create accounts for other technology tools that you will experiment as part of this course.

### **Reading:**

Kamakshi Rajagopal et al. (2012). Understanding Personal Learning Networks: Their Structure, Content, and Skills Needed to Optimally Use Them. *First Monday*, 17 (1).

## **COURSE LEARNING OUTCOMES**

Upon successful completion of this course, students will (be able to):

- Summarize the role social media plays in teaching, learning, and professional development
- Create and maintain a personal learning network
- Incorporate social media to support learning

## **GENERAL CONSIDERATIONS**

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, course participants are expected to attend all classes and participate actively. At a minimum, course participants must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the students have extenuating circumstances, s/he should contact the instructor as soon as possible.

### **CSUSM Academic Honesty Policy**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University. Refer to the full Academic Honesty Policy at: [http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

### **Plagiarism**

Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **All University Writing Requirement**

The All-University Writing Requirement of 850 words for a 1-unit course is satisfied through assignments that involve writing online text and discussion forums.

## **Use of Technology**

Students need to have access to a computer and a mobile device with Internet connection. Students are expected to demonstrate competency in the use of various forms of technology (i.e. Google Apps, E-mail, Moodle, and/or multimedia presentations). All assignments will be submitted online through Cougar Courses.

## **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

## COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

### Grading Policy

It is expected that all required work will be submitted on time, and that students will proofread and edit their assignments prior to submission to meet the expectations for each assignment.

### Final Exam Statement

There is no final exam for this course.

### Policy on Late Work

Assignments are due by midnight on the date specified. Late assignments will receive a penalty of 5% per day. Students must submit all assignments at an acceptable level to pass the course.

### Cougar Course Help

Contact the CSUSM help desk at [helpdesk@csusm.edu](mailto:helpdesk@csusm.edu) for questions, technical issues with accessing files, and support for using the tools in Cougar Course. Student resources and login for Cougar Courses: <http://cc.csusm.edu/>

### Course Assignments:

**Twitter:** For this assignment, you will participate in a Twitter Chat, public conversation around one unique hashtag, related to education. After participating in a Twitter Chat, you will host your own Twitter Chat. You will share your experiences on the discussion forum on Cougar Courses. Provide the hashtag of your Twitter Chats when you share your experience.

**LinkedIn Profile & Groups:** As part of this assignment, you will build your professional profile on LinkedIn. You will connect with others in LinkedIn. Additionally, you will follow and participate at least three groups by posting comments to the discussion forums. You will share your experiences on the discussion forum on Cougar Courses. Share the link to your LinkedIn Profile, and groups you participated.

**Social Media Experiment:** You will choose a social media tool to experiment in your own educational setting to support children's learning. To achieve this goal, you will develop a plan to integrate the social media tool, identify and learning outcomes, and actually implement the plan in your own educational setting. You will document your experiences and share it on Cougar Courses. Make sure to upload at least two photos from your experience with your posting.

**Blogging:** In the beginning of the semester, you will start a blog for yourself, your class, your peers, or for your educational institution. Your blog should be about a topic. You will write at least three blog posts (300-500 words). You will also search, find, follow, and contribute comments to at least five blogs related to teaching and learning that are written by others. Your goal is to attract traffic and comments by others to your own blog. Submit the link to your blog on Cougar Courses.

### Grading Scale

A = 93-100	A - = 90-92	B+ = 86-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- = 70-72
D = 60-69	F = 59 or lower		

### Distribution of Points per Assignment

Assignment	Points
LinkedIn Profile & Groups	40
Social Media Experiment	40
Blogging	80
<b>Total Points:</b>	160

### Course Schedule

Week	Topic	Readings & Assignments
1 – 3	<b><u>Introduction</u></b> <ul style="list-style-type: none"><li>• What is social media?</li><li>• How is social media being used in education?</li><li>• What are social media tools available for educators?</li></ul>	<b><u>Discussion Forum Post: Introduce Yourself</u></b> <ul style="list-style-type: none"><li>• Initial Post</li><li>• 2 Peer Posts</li></ul> <b>Reading:</b> Understanding Personal Learning Networks: Their Structure, Content, and Skills Needed to Optimally Use Them
4 – 6	<b><u>Virtual Communities and Personal Learning Networks</u></b> <ul style="list-style-type: none"><li>• How teachers can go about building their own personal learning networks?</li><li>• The art of hosting good conversation online</li></ul>	<b><u>Twitter Assignment</u></b>  <b><u>Discussion Forum Post: Sharing Your Experience</u></b> <ul style="list-style-type: none"><li>• Initial Post</li><li>• 2 Peer Posts</li></ul>
7– 9	<b><u>Building your Online Identity</u></b> <ul style="list-style-type: none"><li>• What information am I sharing as an educator?</li><li>• Who am I sharing it with?</li><li>• How am I connecting with students, parents, and educators?</li></ul>	<b><u>LinkedIn Profile &amp; Groups Assignment</u></b>  <b><u>Discussion Forum Post: Sharing Your Experience</u></b> <ul style="list-style-type: none"><li>• Initial Post</li><li>• 2 Peer Posts</li></ul>
10 –13	<b><u>Curating Learning Activities with Social Media</u></b> <ul style="list-style-type: none"><li>• What is pedagogical need? (comprehension and knowledge building, information searching and sharing, collaboration, feedback, etc.)</li><li>• How will the selected social media help meet that need?</li><li>• How can students demonstrate their learning?</li><li>• How will you assess students' work?</li></ul>	<b><u>Social Media Experiment Assignment</u></b>  <b><u>Discussion Forum Post: Sharing Your Experience</u></b> <ul style="list-style-type: none"><li>• Initial Post</li><li>• 2 Peer Posts</li></ul>
14 –15	<b><u>What is on the Horizon?</u></b> <ul style="list-style-type: none"><li>• What is web 3.0?</li><li>• How web 3.0 might change education?</li></ul>	<b><u>Blogging Assignment</u></b>
16	<b>NO FINAL EXAM</b>	



**Social Media and Personal Learning Networks in Education**  
**EDST 644: (1 Unit) Online**

**Mission Statement of the College of Education, CSUSM**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

**Instructor**

Jeffery Heil  
 Dr. Katherine Hayden

**Phone**

619.944.7599

**E-mail Address**

[jheil@csusm.edu](mailto:jheil@csusm.edu)  
[khayden@csusm.edu](mailto:khayden@csusm.edu)

**Social Media and Personal Learning Networks in Education**

This course is designed as part of the **Wikis, Widgets, and Web 2.0 Certificate Program** at CSUSM.

**Graduate Credit**

This is a graduate level course, and successful completion can be applied toward elective requirements for some Masters' Programs including the Masters' in Education General Option. Note that students must receive an A or B in order to use the course as one of their Masters' program courses.

**Course Description**

This one-unit course will examine the use of social media in creating a personal learning network (PLN). Students will use various social media tools to create and participate in on online learning community to enhance instruction and personal development.

**Standards Addressed**

**National Educational Technology Standards for Teachers:**

**2. Design and Develop Digital-Age Learning Experiences and Assessments**

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S

**3. Model Digital-Age Work and Learning**

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

**5. Engage in Professional Growth and Leadership**

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

#### **Learning Outcomes:**

- Understand the roll of social media in both education and professional development
- Learn how to utilize web 2.0 tools to create and maintain a personal learning network
- Reflect on learning in the form of a web log, or blog
- Evaluate how to incorporate new learning into the classroom or administrative functions

#### **Required Text and Materials:**

- Students need access to a computer that can support Adobe Flash and contemporary web 2.0 tools.

#### **Plagiarism and Cheating**

All work submitted for this course should reflect students' efforts. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 5<sup>th</sup> edition. Failure to do so may result in failure of the course. Please be sure to read and understand the university policy on plagiarism and cheating, as it will be strictly enforced. Academic dishonesty will not be tolerated and will result in a failing grade for this course and will be reported to the University.

#### **Attendance Policy**

In this online course, It is expected that all students will have an active presence in the online community, or you cannot receive a grade of A or A-; if you are inactive for one week or more, you cannot receive a grade of B+ or B. If you have extenuating circumstances, you should contact the instructor as soon as possible. Organize each week so that you **visit the Moodle shell every 2-3 days**. This will provide you the opportunity to stay in touch with the module assignments and discussions. You will need to use an up-to-date computer and operating system that has the ability and speed to use Moodle and participate in activities, as well as play sound files and movie clips. **It is your responsibility to check these capabilities out as soon as you begin the course** and have a plan for completing and accessing these resources regularly. Note that assignment documents must be completed in Microsoft Office (Word, PowerPoint and/or Excel). There is a Browser Check on Moodle that can be used to test your browser and access (see link in Moodle). *Modules begin on Tuesday each week and end on Monday the following week. Initial posts in each module are due on Friday after the module start date.*

#### **Grading Policy**

IT is expected that all required work will be submitted on time, and that students will proofread and edit their assignments prior to submission. Students will ensure that all text is error-free (grammar, spelling), and ideas are logically and concisely presented. Each assignment grade will be negatively affected as a result of proof reading oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 6th edition for citation guidance.

#### **Late Assignments:**

Assignments are due by midnight on the date specified. Late assignments will receive a penalty of 5% per day. Students must submit all assignments at an acceptable level to pass the course.

### **Discussion Posting (Value Added Model)**

When replying to a posting in the discussion area (or through a Web Blog) by another student, instructor, or guest, you must **refer to the person by name and refer to their comments** within your posting. **To Add Value**, your response must do one of the following: **give an example** of what the prior post described; **provide a different perspective** of the topic posted; OR **expand upon the idea** posted in the message by including more detail and depth. The instructor will provide feedback in the first few modules to support understanding of this concept. Peers will also be asked to review how others conform to this aspect of the course discussions.

**Moodle Help:** Contact the CSUSM help desk. Their location and hours are listed on the web: <http://www.csusm.edu/iits/sth/> Be sure to leave a phone number and/or email if you leave a message at the help desk regarding a problem you are having. They can help with all technical aspects of the Moodle environment including problems with accessing files, uploading assignments, and using Moodle tools. **If you write to the instructor about a problem with Moodle**, please confirm that you have communicated with the Help Desk first and refer to who replied to your question.

### **Important Considerations:**

- Assignments are due when noted in the module and/or assignment link.
- **All assignments should be based on thoughtful reflection**, and submitted only after final edits, proof-read and word-processed. The university has a 2500-word writing requirement for each course that is met through the course reflections, assignments and discussions. Use Microsoft Word for any Word Processed documents, but post directly to discussion instead of posting a file.
- **Contact instructor in advance** of any extended absence to accessing and contributing to module activities. If you contact the instructor about an absence, suggest a timeline for how you will make up missed sessions, contribute to group work, and if there is a need for an alternative assignment.
- **Grading of coursework** will be based on adherence to the assignment guidelines, evidence of application of course readings and resources, and clear evidence of specified revisions, clarity, and coherence, in revised work. Points are deducted for spelling and/or grammar errors.
- **Remember to cite** all information obtained from others completely in APA 6th Edition format. References are required.

### **Course Modules**

1. Provide list (and descriptions if available)

### **Resources (sample of some Web 2.0 tools we will be using):**

<http://www.twitter.com>

<http://www.diigo.com>

<http://www.blogger.com>

<http://www.tweetdeck.com>

<http://www.symbaloo.com>

### **Course Assignments:**

Significant Graded components (projects, weekly assignments, quizzes, etc.) and anticipated weight/number of points

## Networked Professional Learning (70%)

### Tools:

1. Create a Blog (Blogging): Student will create a reflective blog that will serve as the nexus of the course content. An "About Me" page will be included.
2. Twitter/Tweetdeck (Microblogging): Student will create a Twitter account and install TweetDeck to organize content.
3. Diigo (Social Bookmarking): Student will create a Diigo account and install browser toolbar on computer.

### Practice:

1. Network (Professional Development): Students will create a network on Twitter and Diigo, to include all class members and other professionals in education. This will include actively bookmarking content on Diigo and actively participating in Twitter.
2. Educational Chats (Professional Development): Student will participate in at least one educational chat per week on Twitter and write a reflection of the experience on personal blog.
3. Write: Students will write at least three posts per week that are in response to blog posts, class lecture or video, or other content found in the participation of the personal learning network
4. Comment: Student will comment on at least 5 peer blogs per week. Comment will be thoughtful and promote reflection.

## Summary of Learning 30%

Utilizing a web 2.0 tool, student will produce an artifact that demonstrates their summary of learning in the course. The artifact should reference particular course experiences (e.g., reflections, assessments, readings, networking, experimentation, etc.) that contributed to the greater understanding of educational technology and social media. The summary will be recorded using a screen recording software or other media and placed on student's blog to be shared with the rest of the class.

### Grading Scale

A = 93-100	A - = 90-92	B+ = 86-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- = 70-72
D = 60-69	F = 59 or lower		