



## Instructor

## Course Dates

### Contact Information

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### Short Bio of Catherine Lombardozi

I have been in the business of workplace learning for nearly 30 years, and I recently founded a consulting practice, **Learning 4 Learning Professionals**, dedicated to supporting the professional development of designers, facilitators, learning consultants, and learning leaders. My true calling is engaging with others who work in this exciting field – and helping them to develop their knowledge base and skill to be effective. Having worked in leadership roles in corporate learning and development for 20+ years, I understand the challenges of our day to day work.



I am a regular blogger ([www.learningjournal.wordpress.com](http://www.learningjournal.wordpress.com)), an occasional contributor to the literature in our field, and a frequent conference speaker (local and national ASTD, Academy of HRD, eLearning Guild). Since receiving my doctorate in human and organizational learning from George Washington University in 2004, I have thoroughly enjoyed teaching a number of graduate courses in adult learning and instructional design, and I am a huge advocate for scholarly practice.

You can learn more about me by checking out my practice website at [www.L4LP.com](http://www.L4LP.com) and my LinkedIn profile at <http://www.linkedin.com/in/catherinelombardozi>. (I would be pleased to connect with you.)

## Overview

### ITM 640 / COM 646 – E-Collaboration for Instructional Technology

This course provides an overview of electronic collaboration processes, design, issues, and applications. Types of electronic collaboration tools will include electronic mail, intranets, portals, online communities, Weblogs, dashboards, conferencing, forums, meeting rooms, learning management, calendars, workflow, and knowledge management. Students will critique different types of collaboration tools.

## Prerequisites

There are no prerequisites for this course, although familiarity with Microsoft Office and web search strategies will be helpful. I encourage you to bring to the table all of your own experiences as adult learners along with an open mind and a commitment to excellence.

## Course Objectives

As a result of completing this course, learners should be able to:

- Evaluate e-collaboration tools for inclusion in a comprehensive learning solution.
- Facilitate a range of activities that employ collaboration as a learning strategy.
- Support the formation and development of online learning communities.
- Create an e-collaboration site to promote ongoing learning on a specific topic for a defined audience.

## Course Outcomes

Outcomes are the knowledge, skills, and attitudes a learner should have upon completing this course. Upon completion of this course, learners should be able to:

### Knowledge

- Define collaboration in relation to learning and teaching with technology and describe benefits and risks
- Explain how the process of collaboration is changing with internet tools
- Analyze a range of current collaboration technologies and their advantages and drawbacks
- Describe core strategies for launching and maintaining online communities

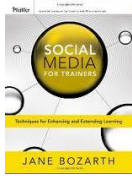
### Skills

- Contribute to and learn from a learning community
- Use collaborative technologies to support learning for yourself and others
- Research online resources for learning in order to make recommendations about a collaborative space
- Design a collaborative learning space for a specific need and learner group

### Attitudes

- Value collaboration as a learning technique
- Advocate for online communities

## Required Textbooks / Materials



**Social Media for Trainers.** Jane Bozarth (2010) Pfeiffer

**Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms.** Will Richardson (3rd Ed. 2010) Corwin

**Social Media at Work?** Or some book more relatable for COM students.

Additional readings available on Canvas as needed.

### Hardware/Software:

For some assignments, you will need Microsoft Word or PowerPoint.

For webinar sessions, please have a headset mic, or be prepared to dial in on the telephone.

## Course Structure

ITM 640 is conducted entirely online. Each unit begins on Monday and ends on Sunday. Please plan and pace your engagement so that you can complete all activities within the given week. You will have substantial readings and discussion board activities in each unit. Please plan your time so that you can begin contributing to online discussions by Wednesday each week.

There will be occasional, optional webinar sessions (you will be glad you attended!). Look for these in units 1, 3, 6, 9, and 14. Exact dates and times will be posted on Canvas, and all webinar sessions will be recorded.

Assignment	Description	Due Date	Points
Peer Learning Contributions	Engage in online discussion of key concepts and their applications by contributing relevant new material and ideas to the weekly topical discussions. (Suggestions for how to contribute are available every week. Worth up to 4 points each; max points this grading component = 28)	By Wednesday	28
Weekly Peer-to-Peer Learning	At least 3 comments on discussion threads (15 weeks / max 1 point each; max points for this grading component = 14)	By Sunday	14
Personal Learning Environment	Capture your personal learning environment related to a specific learning goal and write a reflection on its efficacy and how you can enrich it.	Unit 5	8
Learning Activities	Collaborative learning environment review Technology evaluation Peer’s personal learning environment critique and advice E-collaboration exercise design for specific case Reflection (Due Sunday (end of week) 4 points each – all required)	Unit 2 As Assigned Unit 9 Unit 12 Unit 15	20
Collaborative learning environment design	Design and prototype a collaborative learning environment for a specific learner group and need. You are encouraged to collaborate on this project; 3 students maximum on each project.	Unit 14 Mon, 6 am	30
<b>TOTAL:</b>			<b>100</b>

### Suggested Work Plan for Weekly Activities

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Read core materials and conduct further exploration.						
	Attend Webinars when scheduled					
	Post contributions by Wednesday					
			Engage in online discussion.			
				Post Short Assignments by Sunday. (Tech Evals due Fri)		
Review and comment on prior week’s short assignments.						
Grace period – prior week comments					Anticipate next week’s assignments	

IMPORTANT NOTE: The chart below provides a high level overview of the activities for each unit. You will find details on Canvas and in the unit activity sheets.

Module	Readings	Learning Plan
<b>Getting Started</b>	Syllabus Course Notes Online Learning Tips	Read and review Syllabus and Course Notes and post questions to Course Qs Discussion Board. Post a profile (introduction). Review and collaboratively edit the technology evaluation framework. Sign up for Technology Review.
<b>1</b> <b>Learning in the Digital Age / Emerging role of L&amp;D</b>  <b>Reformat references</b>	<a href="#">Work environment redesign: Accelerating talent development and performance improvement.</a> John Hagel, John Seely Brown, and Tamara Samoylova. (Deloitte Center for the Edge, 2014) Bozarth: Chapter 7 and Afterward Richardson: Chapter 1 & 10 <a href="#">Emerging new roles for learning and performance professionals.</a> Jane Hart (Learning in the Social Workplace Blog, 2012) and <a href="#">The modern workplace learning landscape.</a> Jane Hart (Learning in the Social Workplace Blog, 2014) Emelo, R. (2014). <a href="#">Facilitating social learning.</a> www.TrainingJournal.com (October 2014)  <b>Recommended:</b> Brandon Hall 13 Shifting Workforce (in social learning resources) <a href="#">Mozilla's Web Literacy Map</a>	Explore learning materials. Post contribution by Wednesday if you choose. Engage in discussion (at least 3 comments). Attend or review <b>webinar</b> : Course introduction.
<b>2</b> <b>Collaborative and Social Learning</b>	Addere, M., & Thomas, K.J. (2013) Social media as collaborative media. <i>Human Resource Development Review</i> xx(y). McAfee, A. (2006). Enterprise 2.0: The dawn of emergent collaboration. <i>MIT Sloan Management Review</i> , Spring 2006 Tracey, R. (2014) <a href="#">They are not like us.</a> E-Learning Provocateur Blog. Jarcho, H. (2010). A framework for social learning in the enterprise. <i>Inside Learning Technologies and Skills</i> , December 2010 Penatti, M.C. & Cigognini, M.E. (2007). <a href="#">Social networking theories and tools to support connectivist learning activities.</a> Working paper.	Explore learning materials. Post contribution by Wednesday if you choose. Engage in discussion (at least 3 comments). Complete short assignment: Collaborative learning environment review. Post in the unit 2 discussion board by Sunday.

Module	Readings	Learning Plan
<p><b>3</b>  <b>Learning Environment Design</b></p>	<p>Siemens, G. (2007). <a href="#">Learning and knowing in networks: Changing roles for educators and designers</a>. Paper presented at ITFORUM, January 27, 2008.</p> <p>Seely Brown, J. (nd) <a href="#">New Learning in the 21<sup>st</sup> Century</a>. Educause</p> <p>Lombardozi, C. (2014). Learning Environments by Design. (White Paper)</p>	<p>Explore learning materials.</p> <p>Post contribution by Wednesday if you choose.</p> <p>Engage in discussion (at least 3 comments).</p> <p>Attend or review <b>webinar</b>: Learning Environment Design</p>
<p><b>4</b>  <b>Search / RSS Feeds / Dashboards (Web 1.0)</b></p>	<p>Richardson: Chapter 5</p> <p>Siemens, G. (2005). Connectivism: Learning theory for a digital age found at <a href="http://www.itdl.org/Journal/Jan_05/article01.htm">http://www.itdl.org/Journal/Jan_05/article01.htm</a></p> <p>Pariser, E. (2011). <a href="#">Beware online “filter bubbles.”</a> TED Talk, TED2011, March 2011</p> <p>See also:</p> <p><a href="#">Basic Search Education</a> from Google. Lessons in how search works.</p> <p>Connectivism, in Emerging Perspectives in Learning, Teaching, and Technology wiki: <a href="http://projects.coe.uga.edu/epltt/index.php?title=Connectivism">http://projects.coe.uga.edu/epltt/index.php?title=Connectivism</a></p> <p>Search bias article / video</p>	<p>Explore learning materials.</p> <p>Post contribution by Wednesday if you choose.</p> <p>If assigned, complete and post short assignment: Technology review by Friday.</p> <p>Engage in discussion (at least 3 comments).</p>

Module	Readings	Learning Plan
<p><b>5</b></p> <p><b>Curated Resources / Role of Curator</b></p> <p><b>Look for curator in online journals</b></p>	<p><b>Blog posts:</b></p> <p>Popova, M. (2012). <a href="#">What we talk about when we talk about "Curation."</a> Brain Pickings. (Video is excellent!)</p> <p>Kelly, D. (2012). <a href="#">Is content curation in your skill set? It should be.</a> Learning Solutions Online Magazine, October 29, 2012</p> <p>Bhatt, I. (2014). <a href="#">Curation as digital literacy practice.</a> Ibrar's Space Blog</p> <p>Rosenburg, S. (2010). <a href="#">In the context of web context: How to check out any Web page.</a> Word Yard Project Blog.</p> <p>Lombardozi, C. (2012) <a href="#">Curator: Another hat to wear</a> and (2013) <a href="#">The Curator's Filters.</a> Learning Journal Blog</p> <p>Kanter, B. (2011). <a href="#">Content curation primer.</a> Beth's Blog</p> <p><b>Web pages of interest:</b></p> <p><a href="#">Content Curation World</a> curated by Robin Good – a site that curates "what a content curator needs to know" – very meta!</p> <p><a href="#">Digital Curation</a> – links from David Kelly, compiled in July of 2014</p> <p><a href="#">Crap Detection Resources</a> curated by Howard Rheingold and others – contains links for online tools to help you to validate sites and information on them.</p>	<p>Explore learning materials.</p> <p>Post contribution by Wednesday if you choose.</p> <p>If assigned, complete and post short assignment: Technology review by Friday.</p> <p>Engage in discussion (at least 3 comments).</p>
<p><b>6</b></p> <p><b>Social Network Sites / Discussion Boards / Learning Management Systems / Platforms</b></p>	<p>Bozarth: Chapter 3 (Facebook)</p> <p>Richardson: Chapter 9 (Facebook and Ning)</p> <p>IBM Center for Applied Technologies (2014) <a href="#">Charting the social universe.</a> IBM</p> <p>Garrison, C. (2007). Online community of inquiry review: Social, cognitive, and teaching presence issues. Retrieved from SloanC at <a href="http://sloanconsortium.org/jaln/v11n1/online-community-inquiry-review-social-cognitive-and-teaching-presence-issues">http://sloanconsortium.org/jaln/v11n1/online-community-inquiry-review-social-cognitive-and-teaching-presence-issues</a></p> <p>Chiatti, M.A. (2012). Knowledge management: A personal knowledge network Perspective. <i>Journal of Knowledge Management</i>, 16, 5. Retrieved from <a href="http://www.elearn.rwth-aachen.de/dl1142%7CMohamed_Chatti_PKN_JKM_2012_preprint.pdf">http://www.elearn.rwth-aachen.de/dl1142%7CMohamed_Chatti_PKN_JKM_2012_preprint.pdf</a></p> <p>??</p>	<p>Explore learning materials.</p> <p>Post contribution by Wednesday if you choose.</p> <p>If assigned, complete and post short assignment: Technology review by Friday.</p> <p>Engage in discussion (at least 3 comments).</p> <p>Complete short assignment: Peer personal learning environment critique and advice.</p> <p>Attend or review <b>webinar</b>: Discussion – e-collaboration in organizations.</p>

Module	Readings	Learning Plan
<p><b>7</b> <b>Building Learning Communities</b></p>	<p>Cambridge, D., Kaplan, S., &amp; Suter, V. (2005). Community of practice design guide. <i>Educause</i>. Retrieved from <a href="http://net.educause.edu/ir/library/pdf/nli0531.pdf">http://net.educause.edu/ir/library/pdf/nli0531.pdf</a></p> <p>Ardichvili, A. (2008). Learning and knowledge sharing in virtual communities of practice: Motivators, barriers, and enablers. <i>Advances in Developing Human Resources</i> 10(4).</p> <p>Moneghan, C.H. (2011). Communities of practice: A learning strategy for management education. <i>Journal of Management Education</i>, 35(3).</p> <p>Schick, J. &amp; Kiron, D. (2012). How IBM builds vibrant social communities. <i>MIT Sloan Management Review</i>, June 2012</p> <p>Stewart, B. (2014). <a href="#">Networks of Care and Vulnerability</a>. The Theoryblog, November 4, 2014.</p>	<p>Explore learning materials.</p> <p>Post contribution by Wednesday if you choose.</p> <p>Engage in discussion (at least 3 comments).</p>
<p><b>8</b> <b>Twitter</b></p>	<p>Bozarth: Chapter 2</p> <p>Richardson: Chapter 6 (part)</p> <p>Waters, C. (2012). <a href="#">The Twitteraholic's Ultimate Guide to tweets, hashtags, and all things Twitter</a>. The Edublogger Blog, February 13, 2012</p> <p>Stewart, B. (2014). <a href="#">Academic influence on Twitter: The findings</a>. The Theoryblog, July 22, 2014</p> <p>LaFarnce, A. &amp; Meyer, R. (2014). <a href="#">A Eulogy for Twitter</a>. The Atlantic. April 30, 2014</p> <p>Stewart, B. (2014). <a href="#">Something is rotten in the state of... Twitter</a>. The Theoryblog, September 2, 2014.</p>	<p>Explore learning materials.</p> <p>Post contribution by Wednesday if you choose.</p> <p>If assigned, complete and post short assignment: Technology review by Friday.</p> <p>Engage in discussion (at least 3 comments).</p>
<p><b>9</b> <b>Blogs</b></p>	<p>Bozarth: Chapter 4</p> <p>Richardson: Chapter 2 &amp; 3</p> <p>Park, Y., Heo, G.M., &amp; Lee, R. (2011). Blogging for informal learning: Analyzing bloggers' perceptions using learning perspective. <i>Educational Technology &amp; Society</i> 14(2).</p> <p>Xie, Y. &amp; Fengfeng, S. (2008). The effect of peer feedback for blogging on college students' reflective learning processes. <i>International Public Management Journal</i>, 11</p> <p>Stewart, B. (2012). <a href="#">Blogging is a Choral Act</a>. Digital Writng Month Blog, November 13, 2012.</p> <p>Lombardozi, C. (2008). <a href="#">Learning from Blogging</a>. Learning Journal Blog, August 3, 2008.</p>	<p>Explore learning materials.</p> <p>Post contribution by Wednesday if you choose.</p> <p>If assigned, complete and post short assignment: Technology review by Friday.</p> <p>Engage in discussion (at least 3 comments).</p> <p>Attend or review <b>webinar</b>: Social media learning and collaboration</p>



Module	Readings	Learning Plan
<p><b>10</b>  <b>Privacy and security</b></p>	<p>boyd, d. (2012). <a href="#">Networked Privacy</a>. Surveillance &amp; Society 10(3/4).</p> <p>Fitzgerald, B. <a href="#">The Long Life of a Data Trail</a>. Funky Monkey Blog, November 14, 2014</p> <p>Waters, A. (2014). <a href="#">Maggie’s Digital Content Farm</a>. Hybrid Pedagogy, November 4, 2014</p> <p>HASTAC (2014). <a href="#">Building Trust in Connected Learning Environments Interview: danah boyd</a>. HASTAC Blog, September 25,2014.</p> <p>HASTAC (2014). <a href="#">Technologies of Meta-Learning, Trust, and Power: Interview with Jesse Stommel</a>. HASTAC Blog, October 16, 2014.</p> <p><a href="#">Family Educational Rights and Privacy Act</a>, US Department of Education</p>	<p>Explore learning materials.</p> <p>Post contribution by Wednesday if you choose.</p> <p>Engage in discussion (at least 3 comments).</p>
<p><b>11</b>  <b>Wikis</b></p>	<p>Bozarth: Chapter 5 (Wikis)</p> <p>Richardson: Chapter 4 (Wikis)</p> <p>Kimmerle, J., Moskaliuk, J., &amp; Cress, U. (2011). Using wikis for learning and knowledge building: Results of an experimental study. Educational Technology &amp; Society 14(4).</p> <p>Vanderbilt University Center for Teaching (nd). <a href="#">Wikis (A Teaching Guide)</a>.</p> <p>Educause (2010). <a href="#">Wikify your course: Designing and implementing a wiki for your learning environment</a>. Educause, September 22, 2010.</p> <p>Malmed, C. (2012). <a href="#">Using wikis for learning and collaboration</a>. E-Learning Coach Blog, March 2012.</p> <p>Wikis and Learning – 60 Resources - <a href="http://elearningtech.blogspot.com/2010/07/wikis-and-learning-60-resources.html">http://elearningtech.blogspot.com/2010/07/wikis-and-learning-60-resources.html</a></p>	<p>Explore learning materials.</p> <p>Post contribution by Wednesday if you choose.</p> <p>If assigned, complete and post short assignment: Technology review by Friday.</p> <p>Engage in discussion (at least 3 comments).</p>
<p><b>12</b>  <b>Designing collaborative learning exercises using technology</b></p>	<p>Stommel, J. (2014). <a href="#">Emergent Outcomes: 12 Steps for designing an assignment</a>. (Slide Share)</p> <p>Centre for Research on Networked Learning and Knowledge Building (nd). <a href="#">Development of Learning Theories</a></p> <p>Ito, M. et al (2013). Connected Learning. Connected Learning Research Network (<a href="#">PDF</a>)</p>	<p>Explore learning materials.</p> <p>Post contribution by Wednesday if you choose.</p> <p>Engage in discussion (at least 3 comments).</p> <p>Complete short assignment: E-collaboration exercise design for specific case.</p>
<p><b>13</b>  <b>Emerging technologies</b></p>	<p>TBD</p>	<p>Explore learning materials.</p> <p>Post contribution by Wednesday if you choose.</p> <p>Engage in discussion (at least 3 comments).</p>

Module	Readings	Learning Plan
<b>14</b> <b>Learning Environment Design Proposals</b>		Post your Learning Environment Design Proposals by Tuesday at 6 am. Comment on at least half of the proposals (share positive and constructive feedback). Attend or review <b>webinar</b> : Project Highlights (Students will present highlights of their learning environment projects).
<b>15</b> <b>Final Words</b>		Complete short assignment: Reflection by Wednesday. Engage in discussion (at least 3 comments).

## Detail Requirements and Grading Rubrics

### Peer Learning Contributions (Weekly Discussions)

**Purpose:** *To support one another’s learning in the topic of the week; to influence the focus of the week’s discussions, and to engage in collaborative inquiry into the topic.*

**Assignment:** You are encouraged to contribute additional materials for our discussions as the topics pique your interest. These contributions might include additional readings (with your commentary and invitation to discuss), case studies obtained from the internet or your personal experience, interviews and commentary from people outside the class, detailed demonstrations, and other posts that can help us to deepen our understanding of the week’s topic. I’ve provided a wide variety of possibilities in the chart below, some of which invite you to collaborate with peers inside and outside of class. If you have other ideas for ways to bring in substantial, compelling, or provocative material, you are welcome to be innovative. If you want to share those ideas with me in advance, I’ll give timely feedback on your idea.

These contributions earn up to 4 points each, and you can earn up to 28 points (maximum) toward your final grade by contributing to the discussions in this way. The math works out to a minimum of 7 contributions over the term, assuming you are earning full points for each contribution (see rubric below the Suggested Contributions chart). You are not limited to making only 7 contributions; you may contribute as many as you like.

**Due:** Contributions should be posted on the weekly discussion board by Wednesday to allow the class time to respond to them, and they should have substantial commentary in addition to any links provided (2 paragraphs). You must provide URLs or PDFs of the material you are discussing. Comments on the contributions are encouraged and will be due by Sunday. See Weekly Peer-to-Peer Engagement for details.

All contributions should contain: link or PDF (if applicable), comments from you, and a question to generate discussion.

<b>Module</b>	<b>Suggested Contributions</b> <i>Over the term, you should contribute at least 7 items.</i>
<b>1</b> <b>Learning in the Digital Age / Emerging role of L&amp;D</b>	<p>Find a blog post or article about the emerging role of L&amp;D.</p> <p>Share your own story about how learning has changed for you with advances in technology (for example, the technology that has most changed your learning practices).</p> <p>Interview a work peer or a learner who is one of the people you serve and discuss what they perceive as the opportunities and challenges of learning in the digital age. Post a brief summary along with three things you took away from the conversation.</p>
<b>2</b> <b>Collaborative and Social Learning</b>	<p>Share a case study of collaboration that resulted in new knowledge (co-creation) or new practices. The case may be a published piece (in a journal or on a blog), or you may share stories from your own experience.</p> <p>Share an academic article on social or collaborative learning, and describe implications for practice.</p> <p>Share an article that discusses the advantages of social media for business (e.g. productivity, team work, customer relationships, crowdsourcing) and comment on the degree to which you endorse its perspective and recommendations.</p>
<b>3</b> <b>Learning Environment Design</b>	<p>There are many terms and concepts related to learning environment, for example: “learning ecosystem” and “learning architecture” and more. Share an article about one of these related topics and describe how the ideas are similar or different from learning environments.</p> <p>Interview a learner and ask him or her about the challenges of learning in the workplace. How might he or she respond to a “learning environment”? What are the person’s desires related to this type of learning?</p> <p>Precursors to learning environment design include blended learning strategies and informal learning strategies. Find articles about these concepts from 4-8 years ago, and discuss how the concepts are evolving.</p>
<b>4</b> <b>Search / RSS Feeds / Dashboards (Web 1.0)</b>	<p>Demonstrate how you use search, RSS, or dashboards as part of your learning strategy. Share screen shots of the tools you use to “pull” material and give examples of how these feeds have helped you learn. (You can use screen sharing / recording technology if you have access to it.)</p> <p>Experiment with filter bias. Ask 3 people with varying backgrounds and interests to search a term for you on their own computers and send a screen shot of the first page of results. (Select a controversial or ambiguous topic.) Discuss if/how the search results differ. If you can, share those people’s reactions to the differences.</p> <p>Find articles that discuss web 1.0 and share your thoughts on how the conversation about the use of the web has shifted. (Web 2.0 came into popular use about 2004; relevant articles may be over 10 years old.)</p>
<b>5</b> <b>Curated Resources / Role of Curator</b>	<p>Share an article or web resource that discusses the role of the curator in other contexts (museums, music, etc.). Comment on what learning professionals and business leaders can learn from these curators.</p> <p>Share an article or web resource that discusses content marketing. Relate our discussions about curation to strategies for content marketing.</p> <p>One of the powerful ways we organize curated content is through tagging. Share an article that discusses tagging, folksonomies, or related ideas and comment on its implications.</p>

All contributions should contain: link or PDF (if applicable), comments from you, and a question to generate discussion.

<b>Module</b>	<b>Suggested Contributions</b> <i>Over the term, you should contribute at least 7 items.</i>
<b>6</b> <b>Social Network Sites / Discussion Boards / Learning Management Systems / Platforms</b>	<p>Meet with a colleague (course mate or other peer) and discuss the emerging features of learning management systems. Together, come up with a short list of features that are important if the LMS is going to be an integral part of a learning support strategy in your context (K-12, higher ed, or corporate).</p> <p>One of the stated advantages of learning management systems and internal social sites is the ability to track data (usage, interaction, contributions, etc.). Share an article about the data tracking capabilities that are featured in LMSs and other social sites. Discuss how the captured data is useful or not useful.</p> <p>Find articles that discuss how social network sites are being used for business intelligence, crowdsourcing, or marketing and discuss your reactions to this use.</p>
<b>7</b> <b>Building Learning Communities</b>	<p>Work with a partner to script a short conversation between a learning consultant and a business leader about the advantages of incorporating more social and collaborative learning as part of an overall learning strategy. Post it with brief side comments on the issues you raised and your arguments.</p> <p>Find or document (from your own experience) a case study of a learning community with a large digital presence. Comment on the tools the community uses to collaborate and learn together.</p> <p>Find articles on the role of community manager and share implications for learning leaders and managers.</p>
<b>8</b> <b>Twitter</b>	<p>Investigate advantages and challenges of using Twitter in an academic context (promoting research, academic branding, student outreach, etc.). Find an article or URL that discusses Twitter in academia.</p> <p>Find a Twitter chat transcript and share your analysis of the learning or co-creation of knowledge that can be gleaned from that chat. (Frequent chats include: #lrnchat, #guildchat, #esnchat)</p> <p>Review a recent conference backchannel and share your assessment of how participants and non-participants benefit from that backchannel.</p>
<b>9</b> <b>Blogs</b>	<p>Demonstrate the advantages of blogging. Work out with a fellow classmate a topic that each of you will blog about. Comment on each other's blogs. Post URLs to discussion site and invite the class to comment as well.</p> <p>Share a personal experience of rich learning experiences gained from following a specific writer's blog.</p> <p>Find an academic article on blogging in an academic context (recommendations, benefits).</p>
<b>10</b> <b>Privacy and security</b>	<p>Find or share incidents of data privacy breaches that cause significant damage or complications.</p> <p>Interview an information systems / technology manager in your organization and ask about the steps your organization takes to ensure data security and employee privacy. Share insights with the class.</p> <p>Find articles regarding the collection of data from students and share your views on the implications of this part of our digital footprint.</p>
<b>11</b> <b>Wikis</b>	<p>Share a case of using wikis to collaborate on a project. Discuss the advantages and challenges for the group.</p> <p>Wikipedia is one of the most famous wikis. Find a recent article about the process of Wikipedia editing and share your insights.</p> <p>Google Docs and similar sites are somewhat similar to wiki functionality. Describe practices for using these kinds of tools for collaboration based on your own experiences.</p>

All contributions should contain: link or PDF (if applicable), comments from you, and a question to generate discussion.

Module	Suggested Contributions <i>Over the term, you should contribute at least 7 items.</i>
<b>12</b> <b>Designing collaborative learning exercises using technology</b>	Share a case study of a collaborative learning exercise from your own experience (or available on the web). Discuss lessons learned.  Collaborate with a peer to design a collaborative exercise for a situation familiar to one or both of you. Share the learning goals, identify the technology needed and describe the activity in some detail.  Interview 2-3 students (of similar age) about their experiences with collaborative assignments (the good, the bad, and the ugly) and glean insights for our consideration.
<b>13</b> <b>Emerging technologies</b>	Share a trend report or pundit prediction article/post related to technology-based learning and collaboration (one not on the course reading list), and summarize the insights that are important for us to consider.
<b>14</b> <b>Learning Environment Design Proposals</b>	No additional contributions.
<b>15</b> <b>Final Words</b>	No additional contributions.

**NOTE: How to find academic material for your contributions:**

Insert guidance on finding quality academic materials. Also make sure most materials were published in the last 5 years.

**Grading Rubric**

4 points	3.4 points	3 points
Contribution meets these criteria: <ul style="list-style-type: none"> <li>• Relevant to the topic at hand</li> <li>• Provides substantial commentary about the contribution (may include how the contribution relates to the week’s required readings)</li> <li>• Contains link or PDF (if applicable)</li> <li>• Poses a question to the group to generate additional conversation.</li> </ul>	Contribution lacks substance or relevance. OR Contribution is posted after Wednesday.	Contribution does not meet two of the three criteria for full points. OR Contribution is made after Sunday (must meet all other 4 point criteria to count)

## Peer-to-Peer Learning (Weekly Discussions)

**Purpose:** *To promote our discussion boards as a hub for peer-to-peer exchange on the weekly topics.*

**Assignment:** Comment on peer posts. You should have three substantial comments minimum, but I strongly encourage you to be more active on these discussions each week. Substantial comments are several paragraphs in length, and they expand your thoughts and may include experiences and examples. You may make additional short comments as well; just be sure that at least three are substantial.

Beyond commenting on what others post, you may use the weekly discussion board to:

- Post links of interest that are not your official contribution (for example, a link to an article you run across that is relevant to the discussions in a given week, or to online collaborative learning in general).
- Post shorter questions or comments that are relevant to the discussion (for example, a clarification question related to one of the readings).

In addition, we can use #ITM640 on Twitter.

We have many perspectives in the class, and we can all learn from each other – but only if we all engage.

### Grading Rubric

1 point	.5 points	0 points
Made at least three substantial comments by the Wednesday after the close of the unit in question.	Made comments within the required timeframe, but did not have at least three comments that could be described as substantial.	No comments, or comments posted late (after the next Wednesday).

## Learning Activities

Learning Activities will be graded separately, and are worth 4 points each.

### Unit 2: Collaborative learning environment review

**Purpose:** *To give you a sense of what is possible in the arena of e-collaboration. These sites will give you food for thought for the site that you will design by the end of the term, and let you see some of the e-collaboration tools and techniques in action. Since we will all be reviewing different sites, you'll see a range of what works and what doesn't that will ground you as we go forward.*

**Assignment:** Post a review of a collaborative learning environment. Example sites will be provided, or you may share one you identify on your own. **Look for some sort of public/member interaction to qualify as a collaborative site (e.g. forums, blog comments, document contributions). Sites must be active in the current year (look at dates associated with discussions, blogs, etc.).** If the site you share is not accessible to all students, please provide some screen shots in order to give us a flavor for what you are reviewing (do not use a site that is confidential or proprietary and can't be shared).

I have collated some site URLs at <http://www.delicious.com/clombardozi/cle>. You can find your own by looking at your favorite professional organizations, or Googling your favorite topics with the words "network" or "group". Think about what you might want to use the internet to learn about - groups are formed around shared issues (medical and social), hobbies, and topics. You may need to become a member to get into the collaborative aspects of the site - this may be free on some sites.

Note: LinkedIn and Facebook alone are NOT good platforms for this project because they don't have effective ways to manage content contributions for ongoing access by learners/members. However, some groups have a web site and use other social networking platforms to encourage interaction among members and interested parties. If you're wondering if the site you are considering qualifies, please send me the link and I will help you to evaluate it.

For this review:

- Share the URL.
- Summarize the purpose and audience of the site.
- Describe the types of content on the site. Look for blog, twitter feeds, multimedia resources (describe format), curated materials, wiki, and discussion boards. Describe the nature of these materials at a high level.
- Evaluate the level of and nature of activity on the site. (Who contributes? How up-to-date and active is the site?)
- Share 3 highlights and 3 critiques/recommendations.

**Due:** Post your reviews in the unit 3 discussion board. They are due by Sunday.

**Comments:** Please take a look at and comment on each other's reviews as these can provide some food for thought for your final project. Comments on these reviews do "count" toward your Peer-to-Peer Engagement tally if they are made by Wednesday.

### **Units 4-11 (as assigned): E-Collaboration technology evaluation**

**Purpose:** To support one another's learning about the main collaboration tools currently available by contributing a review of a specific tool to our discussions; to give you experience with evaluating the functionality and usability of tools.

**Assignment:** Provide a review of a learning technology using the framework we designed collaboratively in the first several weeks of the class.

**Due:** Post your reviews in the relevant unit discussion board. They are due by Sunday.

**Comments:** Please take a look at and comment on each other's reviews to become familiar with the technology we have available to us at this point in time. Comments on these reviews do "count" toward your Peer-to-Peer Engagement tally if they are made by Wednesday.

**Note:** You may also post a Contribution in the same week as you post a review.

Here are the relevant technologies that may be reviewed (list may be updated at students' request). **You should sign up for the review using the sign-up sheet in the "Getting Started" module of the course so that we don't duplicate efforts.**

4 Search / RSS Feeds / Dashboards	5 Curated Resources / Role of Curator	6 Social Network Sites / Discussion Boards / LMSs / Platforms	8 Twitter	9 Blogs	11 Wikis
Feedly Netvibes Tweetdeck	Slideshare Pinterest Diigo Delicious YouTube Vimeo ScoopIT Flipboard Storify	Facebook Ello Yammer Google + Moodle Canvas	Twitter	Wordpress Tumblr Blogger	Google Docs Padlet VoiceThread

### Unit 9: Peer personal learning environment critique and advice

**Purpose:** To support your use of social and collaborative learning for your own development. To provide experience in evaluating and improving a learning environment.

**Assignment:** Provide feedback (critique and advice) to your assigned peer on the collaborative learning environment submitted in unit 5, paying special attention to use of social media for learning.

Your feedback should contain at least the following:

- Two strengths you see in your peers' learning strategy.
- Two suggestions on how to strengthen the strategy.
- Locate at least 3 additional social media channels you would recommend that are relevant to the learning goals (e.g. blog or Twitter feeds, LinkedIn or Facebook groups, etc.)

NOTE: Peer assignments will be made by the end of unit 7; students who have not turned in their Personal Learning Environment may not get a project to critique and will therefore be unable to earn these points. Be sure to speak with me if your project is late.

**Due:** Post your feedback in the Personal Learning Environment discussion board as a reply to your peer. Critiques are due by the close of unit 9.

### Unit 12: E-collaboration exercise design for specific case

**Purpose:** To provide practice and feedback in creating collaborative exercises using technology.

**Assignment:** Craft a detailed plan for an online collaborative exercise. You may use a scenario from your own experience, or borrow a scenario from the case list that will be provided on Canvas.

Your design outline should include the following:

- Overview of the situation
- Learning goals and/or outcomes for the exercise
- Tool(s) to be used
- Complete step-by-step implementation guide for facilitators (if applicable)
- Complete step-by-step guide for learners
- List of materials needed (e.g. case scenarios, critique guidelines, etc.)



## Unit 15: Reflection

**Purpose:** To provide a structured opportunity for you to consider the implications of what you have learned over the course of the term.

**Assignment:** Write a brief reflection (3-5 paragraphs) to capture at key insights from the course and/or the implications your learning will have on your practice going forward. Please refer to our readings and course discussions that were particularly impactful (or infuriating). But focus on your opinions and reactions rather than reintroducing the points from the readings.

Your reflections are your own, but here are a few things you might consider if you need help getting started.

- How your perspective on your own learning strategies has changed.
- How the course impacted your views about social media learning (or not).
- How the discussions enriched your perspective on strategies for supporting learning in the workplace (or not).
- How specific new tools will be incorporated into your work.

**Due:** Post reflections in the unit 15 discussion forum. **Must be submitted by Wednesday to earn any points.**

### Grading Rubric for all Learning Activities

4 points	3.5 points	3 points
Contribution meets these criteria: <ul style="list-style-type: none"><li>• A thoughtful, clear, and compelling contribution from which peers can learn.</li><li>• Completely responds to the assignment.</li></ul>	Contribution is insubstantial or incomplete.	Contribution is submitted after the deadline (Sunday).  Note: <b>Unit 15</b> activity must be submitted by <b>Wednesday</b> to earn any points.

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## Collaborative Learning Environment Design

**Purpose:** To apply learning from the course to the design of a collaborative learning environment.

**Assignment:** For this project, you will identify a learning need related to a specific audience of your choosing and submit a blueprint and prototype for a robust collaborative learning environment using the tools and techniques learned throughout the term. I encourage you to form a collaborative team to work on this project (two to three people per team).

The environment you design may be related to your work (something your learners might be able to use), your own professional development (a topic or skill you want to develop further), or a hobby, cause, or special interest. Consider the full assignment when selecting your site's purpose – identify something for which you are likely to find a variety of resources publicly available on the internet.

Your “blueprint” document should include details and commentary about:

- The learners you intend to support
- Their learning needs and performance context
- The purpose of the learning environment you are designing
- The intended outcomes of *collaboration* among this group of learners

- Your general vision for the collaborative learning environment, including the role of the learners in ongoing cultivation
- Your strategy for using each of the social and collaborative approaches we discussed, or your reasoning for not including some of the functionality – RSS feeds, dashboards, curated resources, discussion boards, Twitter feeds, blogs, wikis, videoconferencing/webinars, and collaborative exercises.
- 20-30 curated materials and links (or description of materials to be created)

Plus a mock-up of your site:

- Use PowerPoint or a collaborative site tool to illustrate how the site might look.
- Populate it with curated and example content (show how it will be accessed or displayed).

### Grading Rubric

Assessment Criteria	90-100%	80-89%	70-79%
Completeness and clarity of core blueprint (10 points)	Clear definition of learners, needs, purpose, outcomes of collaboration and general vision; parts of vision fit well together.	Most elements documented, and/or some elements lack clarity.	Environment blueprint lacks clarity of vision.
Quality of strategy for social and collaborative learning (9 points)	Environment demonstrates a thorough understanding of e-collaboration. Student(s) made effective choices in inclusion/exclusion of various features of a collaborative environment.	Most materials are appropriate to the purposes of the environment and strategy is clear.	Environment demonstrates an incomplete understanding of e-collaboration and shows some questionable selection of resources.
Quality of curated materials (5 points)	Curated materials are completely in line with purpose and vision AND environment was seeded with at least 20 curated items.	Did not include enough curated materials (at least 20) OR some materials were not in alignment with the vision for the environment.	Less than 10 curated materials identified OR most materials not in alignment with the vision for the environment.
Clarity and quality of mock-up (6 points)	Mock up is clear and graphically pleasing, and would allow decision makers to envision the site.	Mock-up represents the vision moderately well.	Environment is haphazardly represented in mock-up.

**0 points** – Project is not submitted, or violates academic integrity (e.g. copies extensively from other sources).  
**Note:** Two points are deducted if the project is late, and an additional two points are deducted if it is more than a week late.

### Final Grade Calculations

93-100 = A	87-89 = B+	77-79 = C+
90-92 = A-	83-86 = B	73-76 = C
	80-82 = B-	70-72 = C-