

## COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

<b>1. General Information.</b>					
a. Submitted by the College of: <u>Education</u>		Today's Date: <u>4/27/11</u>			
b. Department/Division: <u>Curriculum &amp; Instruction</u>					
c. Is there a change in "ownership" of the course?					YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
If YES, what college/department will offer the course instead? _____					
d. What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor <sup>1</sup> (place cursor here for minor change definition)					
e. Contact Person Name: <u>Joan Mazur</u>		Email: <u>jmazur@uky.edu</u>		Phone: <u>7-4896</u>	
f. Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term <sup>2</sup> : _____					
<b>2. Designation and Description of Proposed Course.</b>					
a. Current Prefix and Number: <u>EDC 709</u>		Proposed Prefix & Number: _____			
b. Full Title: <u>Social Design of Interactive Systems</u>		Proposed Title: <u>Social Media &amp; Interactive Systems Design</u>			
c. Current Transcript Title (if full title is more than 40 characters): <u>Social Design Interactive Systems</u>					
c. Proposed Transcript Title (if full title is more than 40 characters): <u>Social Media &amp; Int Systems Design</u>					
d. Current Cross-listing: <input checked="" type="checkbox"/> N/A OR Currently <sup>3</sup> Cross-listed with (Prefix & Number): _____					
Proposed – <input type="checkbox"/> ADD <sup>3</sup> Cross-listing (Prefix & Number): _____					
Proposed – <input type="checkbox"/> REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number): _____					
e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>5</sup> for each meeting pattern type.					
Current: <input checked="" type="checkbox"/> Lecture _____ Laboratory <sup>5</sup> _____ Recitation _____ Discussion _____ Indep. Study _____					
_____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency _____					
<input checked="" type="checkbox"/> Seminar _____ Studio _____ Other – Please explain: _____					
Proposed: _____ Lecture _____ Laboratory _____ Recitation _____ Discussion _____ Indep. Study _____					
_____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency _____					
_____ Seminar _____ Studio <input checked="" type="checkbox"/> Other – Please explain: <u>Distance Learning Asynchronous/Sync</u>					
f. Current Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail					
Proposed Grading System: <input type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail					
g. Current number of credit hours: <u>3</u> Proposed number of credit hours: _____					

**Comment [OSC1]:** Excerpt from SR 3.3.0.G.2 Definition. A request may be considered a minor change if it meets one of the following criteria:

- a. change in number within the same hundred series\*;
- b. editorial change in the course title or description which does not imply change in content or emphasis;
- c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
- d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
- e. correction of typographical errors.

\*...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

<sup>1</sup> See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

<sup>2</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>3</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>4</sup> Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

<sup>5</sup> Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

## COURSE CHANGE FORM

<b>h. Currently, is this course repeatable for additional credit?</b>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>If YES: Maximum number of credit hours:</i>	3	
<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<b>i. Current Course Description for Bulletin:</b>	<p><u>The purpose of this course is to examine the growing research and design literature for on-line communities and networked learning group that support cooperative, collaborative and social instructional activities. Framed by concepts from Activity Theory, Social Networking Theory and Social Learning Models students will read current books, research articles and be introduced to research methods and tools (such as tracking utilities and on-line data collection) for examining on-line communities. Students will design and collect data for an original research project as part of required coursework.</u></p>	
<i>Proposed Course Description for Bulletin:</i>	_____	
<b>j. Current Prerequisites, if any:</b>	EDC 608/EDC 612	
<i>Proposed Prerequisites, if any:</i>	_____	
<b>k. Current Distance Learning(DL) Status:</b>	<input type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input checked="" type="checkbox"/> Please Add <sup>6</sup> <input type="checkbox"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/> ) that the proposed changes do not affect DL delivery.		
<b>l. Current Supplementary Teaching Component, if any:</b>	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
<b>3. Currently, is this course taught off campus?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be taught off campus?</i>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>4. Are significant changes in content/teaching objectives of the course being proposed?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, explain and offer brief rationale: _____		
<b>5. Course Relationship to Program(s).</b>		
<b>a. Are there other depts and/or pgms that could be affected by the proposed change?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, identify the depts. and/or pgms: _____		
<b>b. Will modifying this course result in a new requirement<sup>7</sup> for ANY program?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES <sup>7</sup> , list the program(s) here: _____		
<b>6. Information to be Placed on Syllabus.</b>		
<b>a.</b>	<input type="checkbox"/> Check box if changed to 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

<sup>6</sup> You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup> In order to change a program, a program change form must also be submitted.

## COURSE CHANGE FORM

### Signature Routing Log

**General Information:**

Course Prefix and Number: EDC 709

Proposal Contact Person Name: Joan Mazur Phone: 7-4896 Email: jmazur@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
C & I	5/16/11	Parker Fawson / 7-0767 / parker.fawson@uky.edu	
C & C	9/22/11	Doug Smith / 7-1824 / dcsmit1@uky.edu	
Co Ed Faculty	10/10/11	Robert Shapiro / 7-9795 / rshap01@uky.edu	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>8</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>8</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: EDC 709	Date: 4/27/11
Instructor Name: Joan Mazur	Instructor Email: jmazur@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input type="checkbox"/>	

<b>Curriculum and Instruction</b>	
1.	How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?  Yes
2.	How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.  The texts, course purpose, objectives and assignments are consonant with the F2F offering of this class. The course content requires students to explore and research conversation in online communities and thus has always had significant online analyses and discussions using BlackBoard LMS tools. The Adobe Connect software essentially allows similar (virtual) F2F meetings and both synchronous and asynchronous access to class work, groups, peers, course resources (such as articles) and the professor.
3.	How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.  Quizzes and exams will be given via Blackboard and myUK, which require secure password authentication. All exams will consist of random ordering of questions in a category and random ordering of answers for questions, helping to prevent copying from one computer to another. Quizzes and exams will be open book, and timed, to assure that all students have the same opportunities for success. Written work will be read closely for evidence of plagiarism and appropriate tools will be used to check for this (e.g., SafeAssign)..
4.	Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?  No  If yes, which percentage, and which program(s)?

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

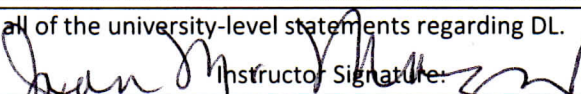
## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	<p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>The syllabus meets the DL and University Senate requirements for student help, online technical information, library services and access to the instructor for any needed support services, just as these have always been available in my F2F offerings of this same course.</p>
<b><i>Library and Learning Resources</i></b>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>When appropriate to course content and objectives students can and will be apprised of writing support services, technical support and/or accommodations needed. They are responsible for following up on these referrals.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Students will need to be responsible for access to the minimum connection requirements for the use of Adobe Connect, interactive meeting software with both synchronous and asynchronous options. These are attached, and include DSL speed connection, audio headset with audio-test compliant capabilities (<a href="http://ukconnect.acrobat.com/common/help/en/support/meeting_test.htm">http://ukconnect.acrobat.com/common/help/en/support/meeting_test.htm</a> ) and webcam options, if desired.</p>
<b><i>Student Services</i></b>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (<a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a>) and the Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>)?</p> <p>The syllabus contains the information for students to access help and technical support services.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.</li><li><input type="checkbox"/> The technological requirements for the course.</li><li><input type="checkbox"/> Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</li><li><input type="checkbox"/> Procedure for resolving technical complaints.</li><li><input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.</li><li><input type="checkbox"/> Maximum timeframe for responding to student communications.</li><li><input type="checkbox"/> Language pertaining academic accommodations:<ul style="list-style-type: none"><li><input type="checkbox"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>."</li></ul></li><li><input type="checkbox"/> Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>)<ul style="list-style-type: none"><li><input type="checkbox"/> Carla Cantagallo, DL Librarian</li><li><input type="checkbox"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li><li><input type="checkbox"/> Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li><li><input type="checkbox"/> DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16</a></li></ul></li></ul>
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Joan M. Mazur</p> <p style="text-align: right;"> Instructor Signature:</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

**EDC 709 – Social Design of Interactive Systems  
Distance Learning Course Offered Fall Semesters (Biannually)**

Dr. Joan Mazur

Phone: 859-481-1413 (Cell)

E-mail: [jmazur@uky.edu](mailto:jmazur@uky.edu)

Virtual Office Hours: By appointment and Wednesday evenings 4-6:30 **Skype:** joanmmazur, or by pre-arranged phone contact.

A Note About Online Communication with the Instructor: I will respond in a *reasonable* timeframe to all email and cell message requests. *Reasonable* generally means within 2 day of the send. However, if the university is off (e.g. during Holiday break in December) OR it is a 3 day weekend OR if you are emailing me at 2:15 a.m. and expect to hear from me by 6 a.m. that day, such requests are *not reasonable*. Anytime anywhere learning *does not mean* anytime anywhere communication...we're all on email, twitter, facebook and cells a LOT, but please be reasonable☺

Course Description:

Students will explore the burgeoning research base related to social design of interactive systems. Framed by concepts from activity theory, social networking theory, computer-supported collaborative work (CSCW) and computer-supported collaborative learning (CSCL), social learning models and networked immersive environments, the course content will explore the research topics related to communities of practice and other on-line learning communities. In particular, participatory design structures will be introduced as collaborative processes for designing social learning and communication environments. Students will learn to design and implement a research project focused on social interactive systems. Specifically, students will gain experience with the actual use of research methods such as conversation analysis, interaction analysis and the use of on-line tracking utilities and other on-line data collection techniques. The final course project will culminate in a submission to a research journal.

<b>Learning Outcomes</b>	<b>Evaluation/Assessment (Descriptions of these assessments below)</b>
1. Students will read and analyze research literature from on-line community research and explore the instructional design implications.	Literature Review 15% Class Participation/ Monitoring online community 15%
2. Students will compare and contrast relevant theoretical models: Activity theory, distributed cognition, social networking theory, social learning models, participatory design, and computer-supported collaborative work and learning.	Midterm Exam 20%

3. Students will explore and learn to use on-line computer/network tracking utilities and understand the range of tools and resources available for data collection for on-line communities and collaborative instructional environments	Transcription/Coding/Analysis 20%
4. Students will design and conduct a preliminary online conversation analysis research project that will demonstrate their knowledge, skill and understanding of the key conceptual frameworks, principles and research methods outlined in the course. Students will submit their final project in the form of an IRB application.	Final Paper: A Conversation Analysis Paper/Article Submission 30%
5. Students will complete the CITI IRB training and submit certificate.	5. Submit CITI Certificate

### **STUDENTS WITH SPECIAL NEEDS**

**If you have special needs or require accommodations of any kind, you must register with the UK Disability Resource Center (Mr. Jake Karnes, 257-2754) that certifies need on an individual basis and please let me know about your situation after the first class.**

### **STANDARDS**

Course materials, activities and assessments that are consonant with indicators and benchmarks contained in the Kentucky Teacher Standards (in particular IV (Assessment), V (Reflection), VI (Collaboration) and those promulgated by INTASC (Interstate New Teacher Assessment Consortium) for National Board Certified Teachers.

### **PLAGIARISM/CHEATING**

**Academic honesty is expected in graduate work. Plagiarism and other forms of cheating are absolutely unacceptable.** You **may not** use a paper or project that has previously been used in another class to satisfy coursework in this class, this practice is termed “self-plagiarism” and is unacceptable. Should you plagiarize, no grades will be issued and your situation will be reported.

**ATTENDANCE POLICY;** Full class participation is expected in all synchronous or asynchronous individual and group work as assigned in the syllabus. If you are unable to participate you **MUST** contact the instructor prior to the due date for an assignment and have that absence excused. Only 2 excused absences are permitted per semester, and the instructor reserves the right to request documentation of absences. Any missed



coursework is the responsibility of the student to make-up and complete, as approved by the instructor.

### **COURSE TEXTS:**

Collison, G., Elbaum, B., Haavind, S., Tinker, R. (2000). Facilitating on-line learning. Madison, WI: Atwood Press.

Gay, G. and Bennington, T. (1999). Information technologies in evaluation: Social, moral, epistemological, and practical implications. San Francisco: Jossey-Bass.

Nardi, B. (1997). Context and consciousness: Activity theory and human computer interaction. Cambridge, MA: MIT Press

Nardi, B. (1999). Information ecologies: Using technologies with heart. Cambridge, MA: MIT Press

Preece, J. On-line Communities.

Wenger, L. (1999). Communities of practice. New York: Cambridge University Press

### ***Evaluation/Assessment Descriptions:***

#### **Literature Review (No more than 10 Double-Spaced pages)**

Conduct a review of the literature on your general area of interest (e.g. distributed cognition, participatory design, chat rooms, etc).

To conduct a review I suggest the following steps:

1. Assemble a list of the relevant *high quality* research journals. The quality is determined by several factors, the calibre of research published, the jurying process, and also consensus among the community of scholars in that field.
2. Use a table to list the journal, author(s), type (qual/quant), study questions, design, subjects, results. Note the literature reviews in the articles you selected for both format/style and to glean additional references on your topic.
3. Formulate a point of view/posture toward the literature. A review, remember is not only a compendium of the available research articles (describing the study design, results etc) but after the literature base is compiled, one makes judgements about themes, gaps, directions.
4. What further research is suggested by your review?

#### **Midterm Exam**

The Midterm will take a class period and consist of multiple choice inference and essay questions on the readings.

### Transcription/Coding/Analysis

1. Using techniques from Ten Have, develop and implement a coding scheme for a segment of discourse from the on-line community you have been monitoring as part of your Conversation Analysis project.
2. Post transcription or preparation, use an analysis tool as necessary (CATPAC e.g.) to display data outputs.

### Final Paper/Article Submission

Submit a paper in research article APA format that includes an abstract, a literature review, description of the online community, methods, findings and directions for further research. This study will be very focused and bounded by the obvious time constraints of the course. For example, you might choose to analysis one week's sessions on a public board for focused on solving management problems in retail outlets. Or, after monitoring a public chat, you might choose one session to analyze. Will your work be publishable? You'll find out after you submit. The UK Institutional Review Board (human subjects) requirements will be discussed thoroughly prior to the start of the project. There will be class time and support for this project, so please use the entire semester to develop/implement the project. It's meant to be a learning experience, and the assumption is this will be totally foreign to most students.

### Class Participation

Class participation is defined as both your attendance and your preparation for class discussion of readings. The class is of course a community of learners and thoughtful, critical participation is required for the intellectual quality of the educational experience. Class participation also includes your selection and monitoring (as an observer or participant observer) in an online community (chat, discussion, etc).

## **COLLEGE CONCEPTUAL FRAMEWORK: Research, Reflection, Learning, Leading**

Students in this course will demonstrate dispositions that characterize the conceptual framework of the college of education. The conceptual framework for the professional education unit at the University of Kentucky is guided by the theme, *Research and Reflection for Learning and Leading*. This theme is aligned closely with both the institutional vision and mission of UK and the vision and mission of the professional education unit. The theme reflects and guides how we approach preparation of professional educators within the context of a research extensive university program.

## **DISTANCE LEARNING TECHNICAL REQUIREMENTS AND INFORMATION REGARDING ONLINE LIBRARY SERVICES/RESERVES ETC>**

### **1. GENERAL TECHNICAL REQUIREMENTS FOR ALL DL COURSES:**

Please check your connections and online access capabilities (speed, special plug-ins for reading online files, hardware and software). If you need HELP, email me or use UK HELP (see contact information below).

<http://www.uky.edu/DistanceLearning/online/technical.php>

## 2. The TEACHING & ACADEMIC SUPPORT SERVICES (TASC)

<http://www.uky.edu/TASC/>

## 3. DISTANCE LEARNING LIBRARY SERVICES

We have excellent library support and online reserve services. Please review these at

<http://www.uky.edu/DistanceLearning/online/library.php>

Ms. Carla Cantagallo is the DL librarian and is very helpful. Links to online reserves will be provided as part of the course information in the Adobe Connect Meeting Room. Her phone contact is 800-828-0439 – Option #6.

## 4. ADOBE CONNECT MEETING ROOM – OUR ONLINE CLASSROOM

Class will meet virtually, each week using Adobe Connect. The class link is [connect.uky.edu/EDC709/](http://connect.uky.edu/EDC709/) -- Paste the link into your browser.

Check your Adobe Connect connection using this website:

[http://ukconnect.acrobat.com/common/help/en/support/meeting\\_test.htm](http://ukconnect.acrobat.com/common/help/en/support/meeting_test.htm) ) and webcam options, if desired.

EDC 709 – Weekly Course Schedule

Date	Topic	Assignment/Readings
Week 1	Course Overview and approach  Defining Social Design and Interactive Systems	
Week 2	Information Ecologies Designing and Research Human Value and Local Interest	Nardi: <a href="#">Information Ecologies</a>

Week3	Activity Theory: A Socio-cognitive Perspective focused on meaningful actions (activities)	Nardi: Context and Consciousness. Part I pp. 1-116
Week 4	Activity Theory: A Socio-cognitive Perspective focused on meaningful actions (activities)	Nardi: Context and Consciousness. Part II pp. 117-246  Assigned Chapter from Part III for Brief Class Presentation
Week 5	New Tools for Researching on-line Environments Demonstration of Analysis Tools (CATPAC, NVIVO, C-Noter)	Gay and Bennington: Information Technologie in Evaluation  <b>Literature Review Due</b>
Week 6	New Tools for Researching on-line Environments Case Studies: Researching On-line Environments Panel	Gay and Bennington: Information Technologie in Evaluation
Week 7	<b>Midterm Exam</b>	Inference Multiple Choice/Essay
Week 8	A Social Learning Theory and The concept of Communities of Practice	Wenger: Communities of Practice Part I. pp. 1-144
Week 9	Identity in Communities:	Wenger: Communities of Practice Part I.

---

Participation and Non-Participation pp. 145 -278

---

Week 10      Methodology: Conversation Analysis      Ten Have: Doing Conversation Analysis

---

Week 11      Methodology: Conversation Analysis      Ten Have: Doing Conversation Analysis

---

Week 12      Participatory Design: Immersing Design in Community      Ehn, P. Participatory Design

---

Week 13      **Transcription Coding Due**

---

Week 14      Final Project Presentations  
Class Evaluation

---

Week 15      Present an overview of your project/  
anticipated findings/lessons learned etc.  
**Final Project Due/ Evidence of  
Submission**

---

**EDC 709 – Social Design of Interactive Systems  
Fall 2009**

Dr. Joan Mazur

Office Hours: Thursday 2-4 p.m. or by appointment DH 345

Phone: 859-257-4896

E-mail: [jmazur@uky.edu](mailto:jmazur@uky.edu)

Course Description:

Students will explore the burgeoning research base related to social design of interactive systems. Framed by concepts from activity theory, social networking theory, computer-supported collaborative work (CSCW) and computer-supported collaborative learning (CSCL), social learning models and networked immersive environments, the course content will explore the research topics related to communities of practice and other on-line learning communities. In particular, participatory design structures will be introduced as collaborative processes for designing social learning and communication environments. Students will learn to design and implement a research project focused on social interactive systems. Specifically, students will gain experience with the actual use of research methods such as conversation analysis, interaction analysis and the use of on-line tracking utilities and other on-line data collection techniques. The final course project will culminate in a submission to a research journal.

**If you are taking this course as part of the Rank II Masters, Rank I in Instructional Design, or the ISD Computer Science or Instructional Technology Computer Endorsement, please inform Dr. Mazur, so that projects and requirements can be monitored and evaluated.**

**If you have special needs or require accommodations of any kind, you must register with the UK Disability Resource Center (Mr. Jake Karnes, 257-2754) that certifies need on an individual basis and please let me know about your situation after the first class.**

Standards

Course materials, activities and assessments address the Kentucky Experienced (and Beginning) Teacher Technology Standard#10: “The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and to

conduct research/solve problems.” Specifically performance indicators 1,2,3,4,5, and 7 are addressed. Course content also conforms to the Technology Standards for the Association of Educational Communications Technology (<http://www.aect.org/>) .

**Academic honesty is expected in graduate work. Plagiarism and other forms of cheating are absolutely unacceptable.** You may not use a paper or project that has previously been used in another class to satisfy coursework in this class, this practice is termed “self-plagiarism” and is unacceptable. Should you plagiarize, no grades will be issued and your situation will be reported.

#### College Conceptual Framework: Research, Reflection, Learning, Leading

Students in this course will demonstrate dispositions that characterize the conceptual framework of the college of education. The conceptual framework for the professional education unit at the University of Kentucky is guided by the theme, *Research and Reflection for Learning and Leading*. This theme is aligned closely with both the institutional vision and mission of UK and the vision and mission of the professional education unit. The theme reflects and guides how we approach preparation of professional educators within the context of a research extensive, land grant university.

#### UK College of Education Professional Themes:

The Instructional Systems Design Rank and Endorsement Programs are designed to address the College of Education’s four central themes for advanced teacher preparation. In this class, students will be given the opportunity to review, analyze, discuss, and apply research from diverse perspectives in education including professional scholarship and practitioner inquiries in order to reflect on their own practices as they study, observe, and practice in a variety of instructional contexts. Reflection will also be integrated into students’ learning opportunities via the production of scholarly research-based reports, analyses of observation and instructional experiences that can be integrated into components of a Teacher Work Sample culminating activity for those ISD graduate students seeking an advanced teaching rank.

#### Commitment to Diversity:

The ISD Advanced Rank and Endorsement Program are committed to making social and cultural diversity central to instructional policies, decisions, and practices. Equitable access to high quality integrated technology instruction in Kentucky’s schools is directly and indirectly affected by the ISD program’s beliefs in and support for social diversity in schools. Moreover, the Commonwealth is directly affected by the ability of its experienced teachers to acquire high levels of skill in multiple literacies, including technological literacy, that can then be used by them as citizens to enhance their communities and participate in the state’s ongoing progress and prosperity in local, regional, national, and global contexts. Therefore, it is essential for our advanced teaching certification candidates to understand issues related to social diversity and make a commitment to value diversity as they engage in teaching, research, reflection, learning, and leadership. By valuing diversity, our program is committed to enabling and empowering all people in instructional contexts in a variety of learning communities.

#### Commitment to Leadership:

Building professional communities also includes the development of an active inquiry stance in teacher candidates and an understanding of the importance of participation in the larger field of [teaching] and other learning communities.

Course Objectives:

1. Students will be able to define and distinguish terms such as social networking, social media, 'phishing', that apply to social networking tools and resources on the web.
2. Students will compare and contrast theoretical models relevant to social design and social networking: Activity theory, distributed cognition, social networking theory, social learning models (including communities of practice) , participatory design, and computer-supported collaborative work and learning.
3. Students will read and analyze selections from the research literature from on-line community research and explore the instructional design implications. In particular students will focus on how students learn in social networking contexts and what these findings mean for teaching and learning.
4. Students will read about and explore the various issues related to privacy, online predatory conduct, issues related to use of social networking by minor children etc.
5. Students will explore and learn to use on-line computer/network tracking utilities and understand the range of tools and resources available for data collection for on-line communities and collaborative instructional environments.
6. Students will design and conduct a preliminary research project that will demonstrate their knowledge, skill and understanding of the key conceptual frameworks, principles and research methods outlined in the course. Students will submit their project to a research journal.

Course Texts:

Stijbos, K. (2004). What We Know About CSCL. New York: Kluwer.

Ten Have, P. (1999). Doing Conversation Analysis. Thousand Oaks, CA: Sage.

van der Linden (2004). Dialogic Learning. London: Cambridge University Press.

Wenger, L. (1999). Communities of practice. New York: Cambridge University Press

Required Articles:

Boyd, D.M., Ellison, N.B. Social networking sites: Definition, history and scholarship. *Journal of Computer Mediated Communication*. Retrieved at <http://jcmc.indiana.edu/vol13/issue1/boyd.ellison.html>.



Hodge, M. J. (2006). The Fourth Amendment and privacy issues on the "new" Internet: Facebook.com and MySpace.com. *Southern Illinois University Law Journal*, 31, 95-122.

Assessments:

Literature Review	15%
Midterm Exam	20%
Transcription/Coding/Analysis	20%
Final Paper: A Conversation Analysis Paper/Content Analysis/ Article Submission	30%
Class Participation/ Monitoring online community	15%

*Assessment Descriptions:*

Literature Review (No more than 10 Double-Spaced pages)

Conduct a review of the literature on your general area of interest (e.g. distributed cognition, participatory design, chat rooms, etc).

To conduct a review I suggest the following steps:

1. Assemble a list of the relevant *high quality* research journals. The quality is determined by several factors, the caliber of research published, the jurying process, and also consensus among the community of scholars in that field (a list of journals will be provided).
2. Use a table to list the journal, author(s), type (qual/quant), study questions, design, subjects, results. Note the literature reviews in the articles you selected for both format/style and to glean additional references on your topic.
3. Formulate a point of view/posture toward the literature. A review, remember is not only a compendium of the available research articles (describing the study design, results etc) but after the literature base is compiled, one makes judgments about themes, gaps, directions.
4. What further research is suggested by your review?

Midterm Exam

The Midterm will take a class period and consist of multiple choice inference and essay questions on the readings.

Transcription/Coding/Analysis

1. Using techniques from Ten Have, develop and implement a coding scheme for a segment of discourse from the on-line community you have been monitoring as part of your Conversation Analysis project.
2. Post transcription or preparation, use an analysis tool as necessary (CATPAC e.g.) to display data outputs.

### Final Paper/Article Submission

Submit a paper in research article APA format that includes an abstract, a literature review, description of the online community, methods, findings and directions for further research. This study will be very focused and bounded by the obvious time constraints of the course. For example, you might choose to analyze one week's sessions on a public board focused on solving management problems in retail outlets. Or, after monitoring a public chat, you might choose one session to analyze. Will your work be publishable? You'll find out after you submit. The UK ORI (Office of Research Integrity) requirements will be discussed thoroughly prior to the start of the project. Most will be exemptions. There will be class time and support for this project, so please use the entire semester to develop/implement the project. It's meant to be a learning experience, and the assumption is this will be totally foreign to most students.

### Class Participation

Class participation is defined as both your attendance and your preparation for class discussion of readings. The class is of course a community of learners and thoughtful, critical participation is required for the intellectual quality of the educational experience. Class participation also includes your selection and monitoring (as an observer or participant observer) in an online community (chat, discussion, etc).

## EDC 709 -Course Schedule

Date	Topic	Assignment/Readings
8/23/07	<p>Course Overview and approach</p> <p>Human Subjects Considerations and required training.</p> <p>Defining Social Design and Interactive Systems: What is social Design? How does it compare/ Differ from more conventional Instructional Design Models? Terms: Social Networking, social media, etc.</p>	<p><a href="http://www.citiprogram.org/">http://www.citiprogram.org/</a>. Complete the online required course for Human Subject approval by next week.</p>
	<p>Insights from the history of social Networking and from the current Scholarship.</p>	<p>Boyd, D.M., Ellison, N.B. Social networking si Definition, history and scholarship. Journal of Computer Mediated Communication. Retrie shttp://jcmc.indiana.edu/vol13/issue1/boyd.e</p>
8/30/07	<p>Dialogic Learning Designing and Research Human Value and Local Interest</p>	<p>Van der Linden <u>Dialogic Learning</u></p>
9/6/07	<p>Dialogic Learning</p>	<p>Van der Linden <u>Dialogic Learning</u></p> <p><b>Review TAH Book Discussion on-line focus community</b></p>
9/13/07	<p>Computer Supported Collaborative Learning (CSCL)</p>	<p>Strijbos, <u>What we Know About CSCL</u></p>

9/20/07	Computer Supported Collaborative Learning (CSCL)	Strijbos, <u>What we Know About CSCL</u>
09/27/07	New Tools for Researching on-line Environments Demonstration of Analysis Tools (CATPAC, NVIVO, C-Noter)	Mazur, J. (2004). Conversation Analysis fo Educational Technologists: Theoretical and Methodological Issues for Researching the Processes and Meaning of On-line Talk. In (Ed.) <u>Handbook of Research for Education Communications and Technology</u> . New Y McMillan  Link on Blackboard site. <b>ORI forms to class</b>
10/04/07	<b>Midterm Exam</b>	Inference Multiple Choice/Essay  <b>Literature Review Due</b> <b>Submit ORI Application, Copy to Mazur</b>

---