Course Description

This course examines how people learn from using social factors with media technology. From user-generated content in a variety of Internet-based technologies, more than 80% of Americans use social media (think Facebook, Twitter, Foursquare, YouTube, Flickr, Blogger, etc.) monthly (Forrester), while global users spend close to six hours per month on social networking sites (Nielsen). With this come new and significant learning opportunities.

In this course, you will learn:
1) overarching concepts to utilize social media for learning
2) how to design learning activities using social media
3) pedagogical and theoretical frameworks for social media and learning

The course will provide you with a better understanding of learning strategies that can be used through social media.

The course consists of five units:
1) learning foundation – examining the connection to learning and social media
2) concepts – broad trends that stem from using social media
3) tools – exploring various social media technologies, their functions and capabilities
4) uses – practical methods to employ social media for learning
5) personal activity – design a learning activity using social media

You will be given weekly reading assignments – ranging from academia to industry and presented in multiple media formats – and will actively engage in topic discussions. Using theoretical and pedagogical frameworks for social media, you will conceptually design a learning intervention using social media. You will deliver two presentations and a short paper on the learning activity, supplemented with short weekly assignments. The course is designed to give you a broad overview of learning through social media and allow you to connect your area of interest to deliver and engage in learning via social media.

Prerequisites

No prerequisite course or prior technology experience is required; just an open mind. Regardless of your exposure to social media in and out of educational settings, you will gain an understanding of the learning foundation, technology and theoretical considerations surrounding social media and learning.

Course Objectives

After completing this course, you will be able to:
- Differentiate and learn about social media technologies and its concepts
- Understand pedagogical opportunities for social media
- Design learning activities using social media
The objectives will be met through:

- Individual assignments, including assigned readings
- Lectures, student participation, discussion and presentations
- Demonstrations, use, and analysis of social media and learning

**Method of Instruction**

The course periods are divided between reading discussions, social media and learning examples, hands-on work and lectures.

Students will do individual work. They will use theoretical foundations relevant to social media and learning to present their work results.

ClassWeb is an integral part of the class. Students must develop proficiency with using the various aspects of ClassWeb.

**Reading Requirements**

There is no textbook for this class. Required readings and their references are listed on ClassWeb.

It is your responsibility to check ClassWeb for readings and make personal copies, if needed. Each reading assignment should be completed before the class in which it will be discussed.

NOTE: Check ClassWeb often with regard to readings and other information. Class readings will be posted as "PDF" files on ClassWeb or as URL links to the Web.

**Method of Evaluation**

**Assignments:**

- All assignments are due as indicated on the syllabus
- Assessment rubrics are provided for the assignments
- A final project will be required
- Students will submit the assignments as indicated in the ClassWeb Outline
- Students will present results of their work to the class
- Attendance is mandatory for presentations
- Your assessment will be based upon the assignments, group work, attendance and final project

Rubrics are available upon registration and request.

**Course Instructor**

**Nabeel Ahmad** (na2189@columbia.edu) is an Associate Adjunct Professor and holds a doctorate in Instructional Technology and Media from Teachers College, Columbia University. He is a Learning Developer for IBM’s Center for Advanced Learning, focusing on using mobile devices in the workplace for learning; he also works on improving learning through personalization and social media.
Grading Policies

- Final grade is calculated from the grades on each assignment
- Assessment rubrics provide the details of the minimum requirements for each assignment and how the assignment will be graded
- We give out grades of "Incomplete" very rarely. Not having the final project/paper done by the end of class is not sufficient reason for an incomplete grade unless there are truly extenuating circumstances, usually supported by a physician's documentation.

The grade of Incomplete will be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement.

Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

Expectations

Students will focus on the learning foundations of examining the theoretical foundation connection to social media and learning. They will also explore the various social media technologies and their concepts. In addition, they will look at the practical uses of social media for learning and its functionalities. Students will also pay close attention to design considerations while considering theoretical and pedagogical implications for designing learning activities using social media. They will apply that knowledge to the conceptual design of a learning activity through social media. Students will thus be required to show the following proficiencies:

- Demonstrate knowledge and ability to differentiate between different social media technologies
- Be able to determine and utilize appropriate social media learning activities
- Demonstrate an understanding of pedagogical opportunities using social media
- Design learning activities through social media

Responsibilities and Expectations

- Students are responsible for their own learning
- Students may monitor their progress by reviewing the grade book
- Students are expected to be respectful of their classmates
• Students are expected to request help or clarification when they feel it is needed

**Information for Students with Disabilities**
The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (166 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well.

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**What is the goal of this course?**
The course aims to provide students with a better understanding of learning strategies that can be used with social media. The course teaches students about the variety of social media concepts and uses through available technology and its tradeoffs. The course provides students the opportunity to create learning activities using social media. After completing this course, students will be equipped with the necessary skills to use social media for learning projects.

**Why offer a course on social media at Teachers College?**
With the increased use of social media for everyday activities, it is imperative to understand how this phenomenon can be leveraged for learning. Currently, a dedicated course does not exist for exploring the relation between social media and learning. By offering a course on social media for learning, students can stay current with social media trends and its potential for learning.

**Who can benefit from a course like this at Teachers College?**
- Arts & Humanities: Social art tagging, blogging creative expression
- Biobehavioral Sciences: Physical education instructional videos
- Counseling & Clinical Psychology: Real-time, remote, group-based therapy
- Curriculum & Teaching: Student-to-student interaction
- Health & Behavior Studies: Nutrition tracking and wellness mapping
- Human Development: Cognitive processing and load from using social media
- International & Transcultural Studies: Cultural awareness through citizen input
- English Education: Photo and video narratives
- Linguistics: Synchronous language learning with native speakers
- Mathematics, Science & Technology: Crowdsourcing experiments, group problem solving
- Organization & Leadership: Social media in the workplace, business collaboration
## Course Outline

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Date</th>
<th>Components</th>
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<tbody>
<tr>
<td>Pre-reading (optional)</td>
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<td>On library reserve:</td>
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<tr>
<td>Session 1</td>
<td>Jan 19</td>
<td><strong>Topic: Introduction and Course Objectives</strong></td>
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<td>• Why is this course important</td>
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<td>• What is social media</td>
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<td>• How to use social media for learning</td>
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<td>• Differences between social media learning and social learning</td>
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<td>Who is this class designed for?</td>
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<td>Historical development</td>
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<td>Web 1.0 (links) vs Web 2.0 (social) and beyond</td>
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<td>Types of social media learning</td>
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<td>Proliferation of social media</td>
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<td><strong>Assignment:</strong> Notate your digital self-profile</td>
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<td><strong>Readings for Session 2:</strong></td>
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<td><strong>Optional</strong></td>
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<td>Theories: Social learning, social development, situated learning. Learning theories.</td>
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</table>
Social media’s connection to learning

Theoretical foundation:
- Social learning (Bandura)
- Social development (Vygotsky)
- Situated learning (Lave)
- Communities of practice (Lave and Wegner)
- Cognitive theory of multimedia learning (Mayer)
- Cognitive load (Sweller)
- Social constructivism (Vygotsky)
- Social connectivism
- Computer supported collaborative learning (CSCL)

Assignment: Field study of specific social media usage

Readings for Session 3:

Taking notes beyond the classroom (2009). Inside higher ed.


Optional


Session 3  Feb 2  
Topic: Learning Management through Social Media  
Guest Speaker –
**Solutions targeted to:**
- Individuals (students and teachers)
- Groups (classes and schools)

**Assignment:** Social learning connection map

**Readings for Session 4:**


<table>
<thead>
<tr>
<th>Session 4</th>
<th>Feb 9</th>
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<tbody>
<tr>
<td><strong>Topic:</strong> Identity and Privacy Using Social Media</td>
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<td>Implications of personal characteristics</td>
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<td>Content production vs content consumption</td>
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<td>Reviews, ratings and feedback</td>
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<tr>
<td><strong>Assignment:</strong> Identify a feature prevalent throughout social media sites and note its educational value and potential</td>
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**Readings for Session 5:**


<table>
<thead>
<tr>
<th>Session 5</th>
<th>Feb 16</th>
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</table>
| **Topic: Online Social Network Communities for Learning**  
Education-oriented social networking sites  
**In-class activity:** speed learning  
**Guest speaker:** –  
**Assignment:** Interact with and compare education-focused social network sites  
**Project Guidelines**  
- Design a social media learning activity  
- Support with theoretical / learning basis  
**Readings for Session 6:**  
**Optional**  
| Session 6 | Feb 23 |
| **Topic: Trust and Relationships for Social Learning**  
Trusted sources  
Influence and authority on social relationships  
Preparation for project progress presentations |
<table>
<thead>
<tr>
<th>Session 7</th>
<th>Mar 2</th>
<th><strong>Topic: Project Progress Presentations</strong></th>
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<td><strong>Readings for Session 8:</strong></td>
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<tr>
<th>Session 8</th>
<th>Mar 9</th>
<th><strong>Topic: International Projects Using Social Media</strong></th>
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<td><strong>Crowd-sourcing</strong></td>
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<td><strong>Disaster relief</strong></td>
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<td><strong>Guest Speaker – Anne Nelson, Columbia SIPA</strong></td>
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<td><strong>Readings for Session 9:</strong></td>
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| Mar 16 | **Spring Break – No class** |

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<tr>
<th>Session 9</th>
<th>Mar 23</th>
<th><strong>Topic: The Power of Social Status and Tagging</strong></th>
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<tr>
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<td><strong>Collaboration opportunities through status updates</strong></td>
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<td><strong>Tagging as a means of expression and social construction</strong></td>
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<td><strong>Readings for Session 10:</strong></td>
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Optional

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<thead>
<tr>
<th>Session 10</th>
<th>Mar 30</th>
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<tbody>
<tr>
<td><strong>Topic: Social Learning in the Workplace</strong></td>
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<td>Workplace collaboration and informal learning</td>
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<td>Leadership development through social learning</td>
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<tr>
<td><strong>Guest speaker – Sarah Siegel, IBM Center for Advanced Learning</strong></td>
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<td>Readings for Session 11:</td>
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<tr>
<th>Session 11</th>
<th>Apr 6</th>
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<tr>
<td><strong>Topic: Mobile Devices for Social Interaction</strong></td>
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<td>Situated learning</td>
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<td>Location-based services</td>
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<tr>
<td><strong>Assignment</strong>: List and evaluate mobile phone games.</td>
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<td>Readings for Session 12:</td>
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<tr>
<th>Session 12</th>
<th>Apr 13</th>
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<tr>
<td><strong>Topic: Social Media in Journalism</strong></td>
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<td>Citizen reporting as a new means of first-hand learning</td>
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<tr>
<td><strong>Guest speaker – Mo Krochmal (Hofstra)</strong></td>
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<td>Readings for Session 13:</td>
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<td>Session 13</td>
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<td>Session 14</td>
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<td>Session 15</td>
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References


Taking notes beyond the classroom (2009). Inside higher ed.


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**Misc references**


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