



# CEP 956

CEP 956 Mind, Social Media & Society

## **Please note: Provided as a sample only**

The following is provided to you as a sample syllabus for the course. Please note that instructors and dates are subject to change. Course contents, readings and assignments are likely to be updated and may vary. Please check with the current course catalogue <http://reg.msu.edu/> for details and contact the instructor of record should you have any questions.

### **Syllabus** **CEPSE 956 Mind, Social Media & Society**

Online: May 14-June 17, 2012

On Campus: June 18 – 22; June 25-29, 2012\*

Mon, Wed, Fri 9am-12pm \* Tu 1-4pm \* Thu 1-3pm Erickson Rm 133D

Instructor: [Dr. Christine Greenhow](#)

#### **Course Description & Outcomes**

Online technologies profoundly shape how we learn, work, play, socialize, and use information. Indeed, some have argued we are in the midst of a renaissance stimulated by emerging social media, where youth, especially, are creating more, sharing more, advocating and communicating more in their online everyday lives. The cognitive surplus: the collective mental energies of society once consumed by, for example, passively watching television, are today made apparent in the emergence of hundreds of people excitedly pooling their time, effort, and knowledge into the making of new potentially beneficial online resources (e.g., Wikipedia) (Shirky, 2008).

On the other hand, popular accounts have portrayed youth-initiated online spaces—such as social network sites—as distractions at best and harmful at worst, leading to a loss of intelligence, a decline in literacy, and negative impacts on social and civic life. As Internet access, the nature of media, and the conceptualization of classrooms have transformed over the past decade, so too have desired competencies for students, teachers, and administrators, and such shifts impact our constructs of learning, instruction, and paths for future research (Greenhow, Robelia, Hughes, 2009).

Drawing on an interdisciplinary and emerging base of research and our own experiences, we will take a critical and informed approach to evaluating contemporary social media practices found outside of classrooms in the everyday lives of students, as well as those used in classrooms. We will pay particular attention to synthesizing themes in the research on learning and teaching within (and beyond) social media-enabled environments. We will seek to understand the social and technical affordances and challenges of particular spaces for teaching and learning, as well as common themes across them, and generate an agenda for future research.

Course activities will include:

- Reading relevant contemporary educational and psychology research and policy documents related to learning and teaching with social media (e.g., social network sites, blogs and micro-blogs, collaborative authoring technologies, geo-social networking, social bookmarking and social scholarship tools)

- Critically evaluating ideas individually and together in written assignments, online threaded discussions, and in class
- Using the social media we review and reflecting on our own practices
- Developing your research agendas and scholarly literacy: learning to use social scholarship tools, selecting and annotating a growing library of resources, composing a critical
- summary of research, synthesizing research for themes and generating future research questions

## Course Format and Schedule

Because this course is part of the summer session for students in the EPET Hybrid Ph.D., it will be offered in a hybrid format--partly online and partly in a face-to-face format. The course will run online May 14 to July 6, with face-to-face class June 18 - June 29. The last assignment will be due on July 6, one week after the conclusion of the face-to-face portion of the class. We will meet every day (Monday-Friday) during that two-week period. It is essential that all students taking CEP 956, whether hybrid or on-campus students, be present for the June 18 - June 29 face-to-face class meetings.

## Course Outline

The course will begin with an overview of the internet and Web 2.0, including their history, nature, and political context, and consider how they relate to learning, teaching and the institution of education. For instance, we will discuss the socio-technical nature underlying newer and former versions of the Web. We will consider the current state of the internet in education policies, including the recently drafted National Educational Technology Plan, and will reflect on the instructional needs of young people in light of new competencies expected of students and contexts for “learning” (i.e., formal, informal, non-formal). We will consider especially issues of equity in internet access, use and the “digital divide.” Next, we will consider the characteristics and practices of today’s learners, frequently called the “neomillennials,” or “net generation,” or “digital natives.” We will attempt to unpack the rhetoric and evaluate the accuracy of such claims while reflecting on the

Then, moving beyond classrooms to everyday online contexts we will critically examine some of the most common online socio-technical practices, considering their implications for learning, literacies, identity, teaching, and education generally. Specifically, we will consider internet search, personalized websites, blogging and micro-blogging, collaboration and crowd-sourcing, social networking and geo-social networking, and social scholarship practices.

Throughout the semester, we will seek to sharpen our thinking on the seismic shifts occurring in sectors outside education, the social and cultural shifts that the internet has facilitated, and how those shifts influence the structure and purpose of school and the institution of education. Students will be asked to learn and critically evaluate various social media throughout the course.

### Overview of Course Technologies

We will have two online spaces for our course because they each offer different advantages. ANGEL is MSU’s official course management system and is designed to effectively manage the course roster, discussion forums and course assignments via a Dropbox feature. We also have a Wikispace which is more user-friendly for delivering and interacting around course content Below is an overview of what you can expect to find on each space.

- MSU ANGEL site ([angel.msu.edu](http://angel.msu.edu)) Discussion forums

- Course roster and email
- Submission of assignments (i.e., dropboxes) Grade management

## Syllabus

### WIKISPACES FOR COURSES 956 & 991A

(<http://cep956-cep991a-ss2012.wiki.educ.msu.edu/>)

When you go to the wikispace the first time, you will need to request an account. Use your MSU NetID (same as you use to log on to Angel), but use a different password.

- Course news and reminders
- Weekly content and guidelines
- Various resources (e.g., calendar, syllabus, readings, links)

### TWITTER

We will be trying out various social media to provide a backchannel for the course and to give you experiences with some of the socio-technical spaces about which you are reading.

Starting with the first week of the course, you will be expected to follow these guidelines for using Twitter and for tweeting on a daily basis:

- If you have not already, sign-up for Twitter at [www.twitter.com](http://www.twitter.com)
- Post your Twitter handle (for example, mine is @chrisgreenhow) in the Threaded discussion section on Angel in the thread “Post your Twitter Handle Here” and under your photo in your people room on the Wikispaces site.
- Follow me on Twitter (@chrisgreenhow)- Go to <https://twitter.com/chrisgreenhow> or you can search for “chrisgreenhow” in Twitter’s search box and click the “Follow” button. Do the same for your classmates. Follow them on Twitter.
- Identify at least 25 people/accounts beyond our class to follow on Twitter to help you learn about your research interest area and communicating via social media.
- Post at least two tweets each day for the duration of the course
- At least one tweet a day should be an RT (re-tweet) or @mention or a critique
- "Star" the tweets in your own feed you think are worth highlighting, making them "favorites"
- At least two tweets a day should use the hashtag for our course: #MSUepet (MSU EPET course) so we can all follow your tweet
- Finally, here are some quick tips for Twitter Newbies and veterans alike
- 10 Must Learn Lessons for Twitter Newbies [http://www.mediabistro.com/alltwitter/10-lessons-twitter-newbies\\_b10079](http://www.mediabistro.com/alltwitter/10-lessons-twitter-newbies_b10079)

### OTHER SOCIAL MEDIA

Directions for using other social media will be forthcoming later in the course. Social media we might consider for learning, teaching, and scholarly literacy development are:

- Facebook groups (MSU Facebook groups)
- LinkedIn
- Google+
- Foursquare
- Pinterest and others

READINGS: An alphabetized list of readings can be found in the [Library](#). Please note that the Library is still in development.

COURSE OUTLINE \*Please note: the course outline is in development and is subject to minor changes based on your interests.\*

Week 1 (May 14-20) - Defining Social Media

This week our goals are to provide an overview of the two courses. In CEP 956, we will begin to define the opportunities and challenges for learning, teaching and scholarship with Web 2.0/Social media.

#### Readings

O'Reilly, T. (2005, September 30). What Is Web 2.0. O'Reilly. Available at: <http://www.oreillynet.com/pub/a/oreilly/tim/news/2005/09/30/what-is-web-20.html> Alexander, B. (2006). Web 2.0 A new wave of innovation for teaching & learning? EDUCAUSE Review 41(2), 33-44. Available at: <http://www.educause.edu/apps/er/erm06/erm0621.asp> Greenhow, C., Robelia, E., & Hughes, J. (2009). Web 2.0 and classroom research: What path should we take now? Educational Researcher, 38 (4), 246-259.

#### Assignments

- Complete readings. An alphabetized list of the readings is being compiled in the Wikispaces Library.
- Post your Initial Response to reading question(s) in the Readings Discussion Forum on Angel & respond to at least 4 peers
- Set up your [People room](#) on the Wikispaces site
- Set up your Twitter account, begin daily tweets, post your Twitter handle in Social Media
- Discussion Forum on Angel and on your People room in the wiki

Week 2 (May 21-27) - Learning, Teaching and Policy: Social Media in Education

This week our goals are to learn about and reflect on technology and social media policies related to the integration of social media in K-12, higher education and informal learning settings.

#### Readings

U.S. DOE (2010, March 5) Transforming American Education: Learning Powered by Technology. National Educational Technology Plan 2010. <http://www.ed.gov/sites/default/files/NETP-2010-final-report.pdf>

Government web site: <http://www.ed.gov/technology/netp-2010>

Edutopia in collaboration with Facebook (2012, May). How to Create Social Media Guidelines for your School. <http://on.fb.me/Jbs0eJ>

Internet Safety Technical Task Force. (2009). Enhancing Child Safety and Online Technologies. Berkman Center for Internet & Society, Harvard University, Cambridge, MA <http://cyber.law.harvard.edu/pubrelease/isttf/>

Read the Executive summary and other sections you in which you are interested.

Note: There will be many opportunities to engage in public debates via social media about the issues in this course. For instance, after reading the Social Media Guidelines put forth by Edutopia and Facebook above, consider

adding your thoughts or commentary to the Facebook page where you first see this reading. Kindly tag your post with your MSU affiliation: a link to our College of Education page <http://www.facebook.com/MSUCollegeOfEd> or EPET page(s) on Facebook <http://on.fb.me/MDO7uC> or the college's website <http://www.educ.msu.edu/cepse/epet/> or EPET on Twitter [http://twitter.com/msu\\_epet](http://twitter.com/msu_epet). Doing so not only helps spread the good ideas and reputation of our college and program to colleagues at other schools and universities, but it also helps grow your own reputation as a thought-leader and authenticates your expertise. If you didn't know about these pages you can "like", "subscribe" to and "follow" now you do. Public posts that are thoughtful, appropriate, helpful, informative, generative and concise are generally appreciated.

### Assignments

- Complete readings. An alphabetized list of the readings is being compiled in the Wikispaces Library.
- Post your Initial Response to reading question(s) on in the Readings Discussion Forum on Angel & respond to at least 4 peers
- Continue to do at least two tweets daily related to ideas in this course or educational technology generally. Search for #MSUepet to monitor tweets from your classmates. At least one tweet should be an RT or @mention or a critique. At least two tweets a day should use the hashtag for our course: #MSUepet

Week 3 (May 28-June 3) - Internet and Social Media Access, Use, and Outcomes

Week 4 (June 4-10) - Unpacking the Rhetoric surrounding Digital Natives

Week 5 (June 11-17) - Personal Websites and Identity Development

Class 6 (Mon, June 18) - Learning and Teaching with Social Network Sites

Class 7 (Tues, June 19) - Learning and Teaching with Social Network Sites

Class 8 (Wed, June 20) - Geo-social networking and Mobile Apps: Opportunities for learning

Class 9 (Thur, June 21) - Social scholarship

Class 10 (Fri, June 22) - Debating Social Media Policies for Schools

Class 11 (Mon, June 25) - Blogging in Education

Class 12 (Tues, June 26) - Micro-blogging in Education

Class 13 (Wed, June 27) - Micro-blogging in Education

Class 14 (Thurs, June 28) - Crowdsourcing and Collaborative Authoring Tools

Class 15 (Fri, June 29) - Other Social Media for Education and Agendas for Research

### **Assessments and Grading**

Reading assignments: We will have weekly reading assignments during the online portion of this course. During the face-to-face portion, you will also be expected to do readings at night for the next class day. Reading assignments will usually include your answers to one or more questions posted in the online discussion forum for that week.

Discussions: You will be responsible for engaging in discussion with other class members. I will post

discussion question(s) for the readings in the Reading Discussions threaded discussion forum on the ANGEL course site. It is important that you participate in these discussions in a timely manner. You must post your initial response to the questions

– put “Initial Response” in the Subject heading – and then, respond to at least 4 of your classmates before class.

Writing assignments: You will have two major writing assignments.

Critical Summary (individual) (60 pts) - Due June 15, 2012

Mini-literature review (collaborative) (60 pts) - Due July 6, 2012

Details about the criteria for these assignments will be forthcoming in the course.

#### Grading

You will be graded based on participation, on timely completion of your assignments, and on the quality of your written and social media work. Grades for late assignments will be reduced by 20%. Assignments will not be accepted more than 5 days beyond the due date except in prearranged or unusual circumstances.

Participation 45%

Written Assignments 55%

Participation consists of: (1) activity in discussion forums (i.e., substance and frequency of posts) (50% of your grade); (2) your participation in using the various social media we will be trying out in the course (25% of your grade) and your preparation for and engagement in face-to-face class meetings which will include involvement in collaborative assignments (25% of your grade).

#### Academic Honesty

This course adheres to Michigan State University’s policies on academic honesty, which can be found on the website of the Office of the Ombudsman (<https://www.msu.edu/unit/ombud/> ).

[Assignment 1 More details on this assignment are forthcoming](#)

[Assignment 2 More details on this assignment are forthcoming](#)