



EDUC7102 : Social Learning Technologies



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Course Aim

To explore the implications of new and emerging learning technologies to enhance student learning and own pedagogical practice.

Course Learning Outcome

1. Investigate the availability and application of new and emerging Web 2.0 tools and their complementary social learning theories.
2. Design and facilitate learning activities that make effective use of new and emerging learning technologies.
3. Evaluate the relationships between learning technologies, pedagogy and practice.

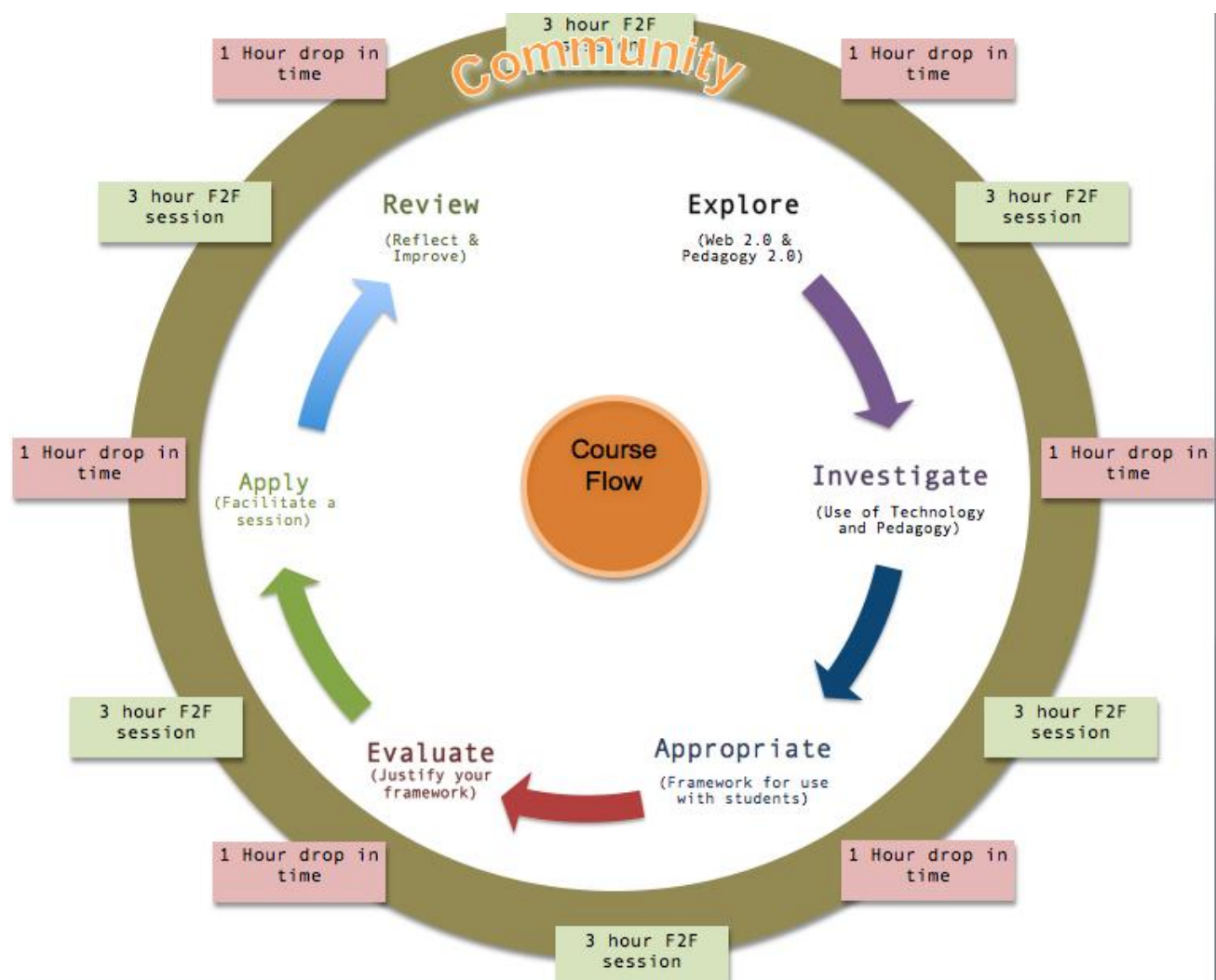


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Course Description

In this course you'll 'play' with tools you find and think are appropriate to your teaching context. This playfulness is backed by readings that you may agree or disagree with. At the same time use of some tools will be modeled in the course by the facilitators and used as a core learning and teaching platform.

The picture below outlines the flow in the course:



In the learning process you'll be interacting with research publications, different learning frameworks, effective learning strategies, learning technologies, peers and evaluating your own



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pedagogical practice and effectiveness. You'll be provided with an *iPad 2, *iPod or an *iPhone (or an **Android Phone**) to aid this blended learning approach (face-to-face and online) and at the same time this will provide an opportunity for you to explore and evaluate some mobile learning (mlearning) approaches, possibilities and tools.

The assessments in the course are a series of blog posts that outline your journey through the course, this may include your readings, reflections on your current practice in class and arguments you may have for or against new ideas and tools you come across in the course.

The course is student-centred meaning the student is driving the process and its own learning while guidance, support and use of technologies will be modeled by the facilitators.

The **1 hour drop in time** is to be booked by students on need per bases.

Pedagogical underpinnings:

A community of practice approach:

“In this model, the teacher and pupils agree on the areas and themes for research within an overall context. Students act as researchers on one of these themes or sub-themes and in so doing become the community experts on that theme. They are then in a position to teach the others in the classroom and thus contribute to the creation of common knowledge and understanding. In order to carry out these tasks, the learners develop a language that becomes increasingly subject specific and academic as they learn and disseminate. Since the learners will be at different stages in their learning at different times, a community of learners will necessarily consist of a range of ‘multiple, overlapping zones of proximal development that foster growth’ (Brown et al. 1996, p. 161).

This model more closely approximates the world outside the classroom where communities of practitioners, in a world of rapid technological change, share expertise which is set within relevant contexts.

An essential element of this social support is, of course, the design and technology teacher who acts as mediator, guiding the learning, intuition, imagination and creativity of the students through questioning, challenging, reflecting and suggesting in what might be described as a dialectical approach to learning.

The assessment is focused on participant's transformation of their understanding of learning.

References

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Course Prerequisites

1. Be willing to try new ideas and technologies
 2. Proficient at using the computer
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Mobile Devices

In order to take full advantage of the mobile phone/iPod issued in the course, you should know how to use the features. Learn how to perform time-saving functions, such as copying and pasting on your phone, for instance. We have provided links to handy user guides for the most popular devices, we'll also take you through some of the basic features in class.

- [iPad 2 \(iOS5\) User Guide \(PDF\)](#)
 - [iPhone User Guide \(PDF\)](#)
 - [*Nexus One User Guide](#)
 - [HTC Desire User Guide](#)
-

Course URLs

Mobile Moodle Course Site (access from browser-enabled mobile device):

<http://ctliwiki.unitec.ac.nz/index.php/SocialLearningTechnologies>

Web-based Moodle Course Site (Login needed):

<http://moodle.unitec.ac.nz/course/view.php?id=1096>

Recommended readings

- Anderson, P. (2007). What is Web 2.0? Ideas, technologies and implications for education Retrieved March, 2007, from http://www.jisc.ac.uk/whatwedo/services/services_techwatch/techwatch/techwatch_ic_reports2005_published.aspx
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- Buchem, I., & Camacho, M. (2011). M-project: first steps to applying action research in designing a mobile learning course in higher education Paper presented at the Mobile learning: Crossing boundaries in convergent environments. Retrieved from http://www.londonmobilelearning.net/downloads/MLCB_BOA_Bremen-2011_Crossing-Boundaries-full_2011-03-18.pdf
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- DeSanctis, G., & Poole, M. S. (1994). Capturing the complexity in advanced technology use: Adaptive Structuration Theory. Organisation Science, 5(1994), 121-147.
- Herrington, A., & Herrington, J. (Eds.). (2006). Authentic learning environments in higher education. Hershy: Information Science Publishing. <http://site.ebrary.com/libproxy.unitec.ac.nz:2048/lib/unitech/docDetail.action?docID=10084490>
- Herrington, J., & Oliver, R. (2000). An instructional design framework for authentic learning environments. Educational Technology Research and Development, 48(3), 23-48.
- JISC. (2007). In Their Own Words: Exploring the learner's perspective on e-learning (Internet). Bristol: Higher Education Funding Council for England. http://www.jisc.ac.uk/elp_learneroutcomes
- JISC (2009). Effective practice in a digital age: A guide to technology-enhanced learning and teaching. Retrieved from <http://www.jisc.ac.uk/media/documents/publications/effectivepracticedigitalage.pdf>
- JISC (2009). Higher Education in a Web 2.0 World (<http://www.jisc.ac.uk/publications/documents/heweb2.aspx>): JISC.



- Johnson, L., Smith, R., Willis, H., Levine, A., & Haywood, K. (2011). The 2011 Horizon Report (Internet). Austin, TX: New Media Consortium.
<http://www.educause.edu/Resources/2011HorizonReport/223122>
- Lang, J., Vargas, J., & Conover, C. (2007). A Net Gen Perspective: Technology in Higher Education Retrieved 9 May, 2007, from
<http://www.educause.edu/LibraryDetailPage/666?ID=ELIWEB075>
- Lee, M., & McLoughlin, C. (Eds.). (2010). Web 2.0-Based E-Learning: Applying Social Informatics for Tertiary Teaching. Hershey, PA: IGI Global.
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<http://www.ascilite.org.au/conferences/singapore07/procs/mclouglin.pdf>
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- Prensky, M. (2001). Digital Natives, Digital Immigrants. On the Horizon, 9(5), 6.
<http://www.marcprensky.com/writing/default.asp>
- Rogers, E. M. (2003). Diffusion of Innovations (Fifth ed. Simon & Schuster Adult Publishing Group.
- Sheely, S. (2008). Latour meets the digital natives: What do we really know. Paper presented at the Hello! Where are you in the landscape of educational technology? ASCILITE 2008. from



<http://www.ascilite.org.au/conferences/melbourne08/procs/sheely.pdf>

- Ugoretz, J. (2006). Three Stars and a Chili Pepper: Social Software, Folksonomy, and User Reviews in the College Context Retrieved 1 July, 2006, from <http://www.academiccommons.org/commons/essay/Ugoretz-social-software-folksonomy> 1:28

(The list is regularly updated. Please note: these are recommended readings.)

Useful web links:

Our Moodle website will include RSS feeds to helpful websites that relate to social learning and technologies. Here are some useful sites you'll find useful to start with in the course:

- Educause, 7 Things You Should Know About ... [\[7\]](#)
- JISC reports [\[8\]](#)
- New Media Consortium reports [\[9\]](#)
- EDUCAUSE [\[10\]](#)
- Becta [\[11\]](#)

Required Software and Web-Based Tools

	Windows	Mac
Twitter account	http://twitter.com	http://twitter.com
Micro-blogging aggregator tools	Tweetdeck (free) Both for web-based and mobile devices	Tweetdeck (free) Both for web-based and mobile devices (Preferred) Twitter (Mac, Windows,iDevices or Android)
Endnote (Bibliographic software)	Endnote for Windows available free to staff members via the Library	Endnote for Mac available free to staff members via the Library
Google login (Create a free account) • Google Docs • Gmail • Youtube • Picasa (photo sharing)	Google www.google.com	Google www.google.com



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Web Browsers (Free)	FireFox for Windows	FireFox for Mac
Word Press login (create a free account)	Word Press (www.wordpress.com)	Word Press (www.wordpress.com), Wordpress App for mobile
Apple Store account	iTunes for Windows (http://www.apple.com/itunes/)	iTunes for Mac (http://www.apple.com/itunes/)
Android Market account (* if you have a Google account, you don't need a new one)	Android Market (https://market.android.com/)	Android Market (https://market.android.com/)

Hardware Requirements

1. A laptop with sound, microphone, webcam, Wifi capability and Internet access (Wifi connection on campus is provided to Unitec staff and students).
2. *Micro-Sim card (Vodafone, Telecom, 2Degrees) for use with the *iPhone or Android smartphone or you may wish/be given an iPod to use in the course.

Communication

Twitter and Moodle will be used throughout the course as the main communication platform. Moodle by the facilitators to post reminders etc and Twitter by students and facilitators to build a community to share, collaborate and communicate. Important messages and updates will be posted on Twitter as well. All Twitter updates should include a **#SLT12SA** tag (applies to both students and facilitators). Emails will be sent where appropriate.

Student/facilitator blogs will also serve as a communicative/collaborative tool.

Posting of Assignments

- Detailed information about assignments will be posted in Moodle and delivered to you through our Twitter feed (hashtag **#SLT12SB**). All assessments in the course are blog posts and we don't have any deadline for each post however we have a deadline by when all the posts should be completed, more details will be posted on Moodle and Twitter.
- Please make sure the email address on Moodle is your current email address and



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remember to check your inbox regularly.

- Only posts on your blog will be considered for marking. Any item not on your blog will not be assessed.

Assignment Submission

All assignments must be submitted on or before the due dates. You'll be notified of the assessment deadlines as the course starts.

Assessments

Assessment One:

1. Design a personal teaching framework that establishes links between new and emerging learning technologies and social learning theories.

- Select 4-5 Web 2.0 tools and investigate its use in a course that is underpinned by appropriate pedagogical practice.
- Choose appropriate Web 2.0 tools to present your findings to the class. (We would prefer not to see any PowerPoint presentations.)
- Create a concept map based on your research into contemporary pedagogies and use of Web 2.0 tools.

At this stage of the course you should have at least 10 significant blog posts that begins to document your pedagogical journey. Your last post should be a video blog that reflects on any findings and your journey so far in the course.

(Assessment weighting 50%)

The first assessment is marked by the facilitators and your work is assessed at different levels as highlighted in the rubric below:

	Ideal	1 (Weak)	2	3	4	5 (Strong)
1. Reflection	Quality of reflection and use of words (own words)					
2. Argument	Quality of argument -					



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	citing other researchers who agree/disagree with what you are saying.					
3. Referencing	Correct citations and referencing APA 5					
4. Associations with your current practice in Class	Justifications of: (1) How do the ideas fit/doesn't fit with your practice in class and (2) potential impact on student learning.					
5. Use of Digital Artifacts	Use of video, pictures, audio etc where appropriate.)					
6. Collaboration with peers	Frequent conversing with peers through use of Twitter, comments on the blog posts and through use of other Web 2.0 technologies.					



Assessment Two:

2. Using this framework design and facilitate an appropriate student-centred learning activity and evaluate its effectiveness.
(Assessment weighting 50%)

The second assessment is marked by your peers and the facilitator, the rubric below highlights the different levels your work is assessed against.

	Ideal	1 (Weak)	2	3	4		5 (Strong)
1. Framework	Framework is clearly identified and explained to show how it enhances current teaching practice.						
2. Concept Map	The Concept Map is in line with the Framework and the use of Web 2.0 tools is explained.						
3. Activity	The activity is well planned and takes into consideration effective pedagogical design principles. The use of Web 2.0 tools are embedded with the learning and teaching process (activity).						
4. Use of Framework/	Web 2.0 tools are used effectively						



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Web 2.0 tools in facilitation	in class to facilitate a student-centre learning activity and complements the chosen framework.						
5. Justification of the approach (Blog post at least 400 words or a reflective video blog)	The approach is justified in a blog post and backed by a short literature review. Feedback from the activity in class is taken on board and changes are made appropriately. The blog post ties in the 2 assessments and any other relevant learning.						
6. Presentation	The presentation is engaging and makes use of appropriate multimedia.						
7. Authenticity	The idea/activity presented is original or builds comprehensively on work done by others.						

In order to pass the course, the student needs to pass both the assessments (25% or more in both assessments). The final grading for the course will be awarded as below:



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A+	B+	C+	D	E
Credits Earned	Credits Earned	Credits Earned	Fail	Fail
90 – 100	75 – 79	60 – 64	No Credits Earned	No Credits Earned
A	B	C	40 – 49	0 - 39
Distinction	Merit	Pass		
Credits Earned	Credits Earned	Credits Earned		
85 – 89	70 – 74	55 – 59		
A-	B-	C-		
Credits Earned	Credits Earned	Credits Earned		
80 – 84	65 – 69	50 – 54		

Course Expectations

In the course you'll be expected to:

- blog regularly (at least once a week)
- collaborate with your peers - feedback on blog posts, in class
- participate on Twitter (regularly)
- be willing to try new technologies and ideas (iPhone, iPod, Web 2.0 tools and contemporary learning and teaching strategies)
- be actively seeking new information on technology and its use in education (Journals, Online databases, Blogsphere, Conferences)
- maintain an active online profile (Youtube (Video), Picasa (Pictures), Podcasts, Twitter)
- academic reading and referencing (APA 5th or 6th), for more information please refer to: [The Learning Centre Moodle page](#)
- self motivated and directed

Late Assignments

Blog posts made on or before the due date will be assessed, any blog post made after the



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assessment due date will not be assessed unless discussed prior with the course facilitators.

Academic Honesty

Please refer to <http://www.unitec.ac.nz/library2/services/libraryinstruction/plagiarism.htm> for information on plagiarism and Unitec policy on plagiarism.



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