Southern Illinois University Edwardsville
Department of Educational Leadership

The Teacher as Inquirer-Professional

Course number and name	**IT562.WS1 online section--Social Media for Teachers**
Number of Credits	3 hours
Time of Class	Online (*Dec. 20, 2021--Jan. 7, 2022*)
Room and Location of Class	Online
Instructor's Name	Yuliang Liu, Ph. D.
Instructor's Office Location	AH 1109, SIUE
Instructor's Office Hours	Weekday online or by appointment
Instructor's Contact	Office Phone: (618) 650-3293. Fax: (618) 650-3808 (Not available in office) E-mail: *yliu@siue.edu* (Preferred)
Date of this Revision	Winter 2022
Prerequisites	**Pre-self-assessment.** Students are required to find out the readiness for taking online courses. If students are not ready, please let the instructor know.
Course Materials Site	♦ Blackboard (BB) http://bb.siue.edu
Important SIUE web sites	♦ ITS Blackboard support: http://www.siue.edu/its/bb/ ♦ SIUE Policies Table of Contents: http://www.siue.edu/policies/toc.shtml ♦ SIUE Student Academic Standards and Performance Policies: http://www.siue.edu/policies/toc.shtml#onei ♦ SIUE Student Rights and Conduct Policies: http://www.siue.edu/policies/toc.shtml#threec
SIUE Disability Support Services	It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726. If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.
Diversity and Inclusion	SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code. The Center for Student Diversity & Inclusion https://www.siue.edu/csdi is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

Inclement Weather Policy	In an online week, the university closing due to weather does not change our online schedule. Assignments will be completed online based on the schedule.
Communication Method	My communication with students includes via SIUE email and BB in class. Any communications from me to the class via email and BB are considered "official".

I. Course Description

This course provides opportunities for students to use social media platforms to extend classroom learning. Emphasis is on interacting with social media resources and applying these platforms in the classroom.

II. Course Objectives

At the end of the course, students will develop and produce technology rich materials for the K-12 setting. Specifically, students are expected to achieve the following learning objectives:

- Explore a wide variety of social media platforms and consider their educational merits.
- Develop strategies for integrating social media into lesson plans and activities.
- Consider possibilities for "flipping your classroom" through social media to extend student learning beyond the classroom.
- Develop techniques for teaching your students to use social media for effective communication.

III. Textbooks and Materials

✚ Textbook and Readings

1. No textbook is required for this course. Because this course involves social media, the research in the field changes quickly. Therefore, the suggested online readings will help you understand the trends in the field. However, students are expected and required to do any related readings for background information as needed and to explore/select related software/platform based on the content of every day/week. Select readings are available below.

   ❖ "**Social Media in Education: Resource Toolkit**" (https://www.edutopia.org/social-media-education-resources). The topic includes the following 6 subtopics.
   a. Creating Social Media Guideline
   b. Student Engagement With Social Media
   c. Selecting Social-Media Tools
   d. Home, School, and Community Connections
   e. Social Media for Professional Development
   f. Digital Citizenship and Online Safety

   ❖ "**9 Types of Social Media and How Each Can Benefit Your Business**" (https://blog.hootsuite.com/types-of-social-media/)
   a. Social audio platforms and formats. Examples: Clubhouse, Twitter Spaces, Spotify. Used for: Listening to live conversations on specific topics.
   b. Video social media platforms and formats. Examples: YouTube, TikTok, Instagram Stories and Reels, Facebook Watch. Used for: Watching videos in short and long formats.
   c. Disappearing content formats. Examples: Snapchat, Instagram Stories, Facebook Stories, LinkedIn Stories. Used for: Sending ephemeral messages privately and publishing timely, in-the-moment content for all of your followers to view for up to 24 hours.
   d. Discussion forums. Examples: Reddit, Quora. Used for: Asking and answering questions, networking, forming communities around niche- and interest-based topics.

    e. Shoppable social media platforms and features. Examples: Pinterest Product Pins, Facebook Shops, Instagram Shops, TikTok, Shopify, Douyin, Taobao. Used for: Researching and purchasing products from brands directly through social media platforms.

    f. Social media live streams. Examples: Twitch, YouTube, Instagram Live Rooms, Facebook Live, TikTok. Used for: Broadcasting live video to many viewers.

    g. Business social media platforms. Examples: LinkedIn, Twitter. Used for: Connecting with professionals in your industry or potential clients.

    h. Closed/private community social media platforms. Examples: Discourse, Slack, Facebook Groups. Used for: Creating communities, with the possibility of requiring registration or other screening measures for new members.

    i. Inspirational social media platforms. Examples: Pinterest, YouTube, Instagram, blogs.

    j. Used for: Searching for information and finding inspiration for anything from cooking to travel to decorating to shopping and more.

2. *Optional APA textbook or online web sites for citations*
   - American Psychological Association. (2010). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author (Also available online at http://www.apastyle.org/) (ISBN: 9781433832161).
   - *http://www.library.cornell.edu/resrch/citmanage/apa*
   - How to Cite Something You Found on a Website in APA Style? http://blog.apastyle.org/apastyle/2010/11/how-to-cite-something-you-found-on-a-website-in-apa-style.html?_ga=1.43852902.2104308305.1480957391

✚ Technology Requirements

Technical requirements for students can be found in this ITS Knowledge Base article. Since this is an online course, students are expected to have reliable Internet access daily. It is a student's responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines. At a minimum, students will need the following software/hardware to participate in this course:

- ❖ A computer with an updated operating system (e. g. Windows, Mac, Linux)
- ❖ Updated Internet browsers (Apple Safari, Google Chrome, Internet Explorer, Mozilla Firefox)
- ❖ DSL or Cable Internet connection or a connection speed no less than 6 Mbps. A secure, encrypted Wifi (requiring a login and password) is acceptable. Note that some BB components will not work properly on free Wifi from places like Starbucks, Panera's, or McDonalds.
- ❖ Microsoft Office (SIUE Students can now get Free Office 365 at https://login.microsoftonline.com/?whr=siue.edu)
- ❖ Acrobat Reader is needed on one's computer to access class materials in pdf format in Blackboard. If students don't have it, please download it for free from the site at *http://www.adobe.com/products/acrobat/readstep2.html*.
- ❖ USB drives will be needed for saving on going assignments.

✚ Technology Capabilities

Students in an online course should be able to:

- ❖ Use a word processor, such as MS Word, to compose assignments and communicate with others in class
- ❖ Attach files to emails or course areas
- ❖ Navigate websites and course materials
- ❖ Reach out to tech support staff when issues arise and troubleshoot to resolve problems

Additional guidance for taking online courses can be found on the Online at SIUE site.

✚ Blackboard Issues

- ❖ ITS BB Helpline—**email help@siue.edu** or **call 618-650-5500** between 8am and 4:30 pm, M-F. You can also check the functionality of University systems, including Blackboard, at the ITS System Status page, or search the ITS Knowledge Base for various how-to and troubleshooting guides.

❖ BB training and access. SIUE email account is required for the BB access. A student's BB login is the same as one's SIUE e-mail login. Please be sure to check the SIUE BB support and student orientation website *at http://www.siue.edu/its/bb/index.shtml* if students are not familiar.

🔸 **Other Student Services**

As an enrolled SIUE student, you have a variety of support available to you, including:

❖ Lovejoy Library Resources: **Online library help** with locating related readings for assignments in the course.
❖ Education Librarian: Mr. Matthew Paris. Phone: 618-650-2906. E-mail: mparis@siue.edu.
❖ Youtube video on searching ERIC for research articles: https://youtu.be/wIWLAL2ttbU
❖ Academic Success SessionsTutoring Resource Center
❖ The Writing Center
❖ Academic Advising
❖ Financial Aid
❖ Campus Events
❖ Counseling Services

If you find that you need additional support, please reach out to me and let me know.

🔸 **Related online links** are available in BB for convenience.

IV.   Attendance and Participation

It is vitally important that our classroom environment promote the respectful exchange of ideas, including being sensitive to the views and beliefs expressed during online discussions. Your success in this course will depend on your communication, consistent engagement and active participation in all course activities. Success in this course requires that adhere to the deadlines given below as you complete assignments, discussions, and other course activities. Timely participation in online discussions is very important and is not optional. You are expected to post and reply to discussions in a timely manner consistent with the requirements contained within the course syllabus. Hence, the quality of all online participation/discussion will be included in the final course grade.

Suggested online class behavior:

- **Reflect** before you post an emotional response and reread what you have written to be sure it is professional. Communicate as if your comments are printed in a newspaper.
- **Communicate** effectively**.**
  - Do not use all caps or multiple punctuation marks (!!!, ???, etc.).
  - Be sure to define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.
- **Sign your name.** Take responsibility for your comments in order to build a strong classroom community.
- **Foster community.** Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.
- **Be constructive.** Challenge ideas and the course content, but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.
- **Keep the conversation on topic**. Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.

V.   Instructional Methods

There is a **misconception** about online courses. That is, many people think it is easier to take online courses. However, in fact it is harder and more time-consuming for both students and the instructor. As adult learners, students will have to spend a fair amount of time studying daily in order to successfully complete this online course. Based on the features of online courses and recent research findings in this area, the **constructivist learning theory** is the major theoretical foundation of instructional methods and

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my teaching philosophy used in this course. This theory focuses on learners' **active learning, self-guidance, and peer interaction**. Specifically, a variety of online instructional methods will be involved in this course, including, but are not limited to the following:

- Individual topic reading
- Try/explore/use social media software/platforms
- Online participation and discussions
- Create, design, develop, or produce products
- Complete assignments and/or products by the due date
- Peer reviews/critiques
- Daily BB access
- Asynchronous and/or synchronous online communication if necessary
- Additional ongoing announcements will be posted in BB if needed.
- Other communication tools are also available such as online chat with the class, and/or the instructor if necessary. Phone contact if needed.
- The instructor will closely observe and monitor students' progress in assignments/products in BB.

VI.   Course Requirements

Academic honesty is highly expected. All policies stated in the official SIUE documents (such as the **Student Conduct Code and the Student Academic Code**) must be adhered to. "Normally a student who plagiarizes shall receive a grade of E [F EFFECTIVE FALL 2001] in the course in which the act occurs. The offense shall also be reported to the Provost...." (http://www.siue.edu/policies/1i6.shtml). Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the SIUE academic dishonesty policy. Students are responsible for complying with University policies about academic honesty as stated in the University's Student Academic Conduct Code. The specific course requirements include the following:

1. **Reply to faculty expectations.** Post a reply on discussion board in BB by first Monday evening.
2. **Post online self-introduction.** Post a student's online self-introduction in BB by first Monday evening in order to get to know each other better. Please include his/her full name, gender, status in the specific graduate program, background, work experiences, skills, professional interests/goals, as well as any other unique stuff he/she'd like to share with the class. A photo from each student is required to be attached along with one's self-introduction. If a student has a personal web site, be sure to include the web address as well. Video self introductions are also welcome.
3. **Topic reading and software/platform.** Each student is required to read related topic/content and explore/select/learn related platform/software as suggested in the tentative schedule in Appendix 1 in the syllabus. See the tentative calendar for details.
4. **Try/explore** one social media in the select category per week. See the tentative calendar for details.
5. **Design/Create products (3):** Each student will design/create a product with a software/platform per week, then the whole class will engage/discuss in the "thing" that each student created and submit in BB by Friday evening in each of the three respective weeks. See the tentative calendar for details.
6. **Online discussions of readings and design products and peer reviews/critiques.** Each student is required to discuss/share (a) one's own reading reflection and (b) product on the discussion board when finished in each of the three weeks. The initial posts about reading reflection and products should be about 150 words, respectively.
   a. The reading reflection/connection posts should include issues such as what he/she has learned, what he/she likes or dislikes....
   b. The product posts should include a brief description about software/platform, content, audience, duration, procedures he/she has followed in creation, how the product can be (or was) used to enhance learning or workforce performance, and problems involved if any. Post the link or attach the product files properly.

Then students will discuss about how the products are created and how they can be used (or was created) to enhance K-12 students' learning environment or workforce performance. All posts of reviews/critiques of each product have no word limit. But they should be specific, constructive, and helpful. The reviews/critiques should focus on the assignments' content, format, and structure rather than grammar or personal attacks.

There is no fixed order of peer review/critique--first come, first served. Each student is required to peer review **at least three peers in both readings and products discussion and sharing**. Reviews/Critiques are an important part of analyzing and synthesizing the course concepts for deep understanding. Students are expected to make substantive comments/suggestions in each response to the peers' posts of each product in order to help the peers improve their products. Students are encouraged to continue one's interactions as needed. Quality of reviews/critiques will be evaluated ongoing by the instructor. If any student does not contribute enough, he/she will receive a lower letter grade in this category. Positive and collegial online learning community is encouraged. No personal attacks, please.

7. **Self reflection. A summary reflection paper for peer reviews having two parts**.
    a. **First,** each student is required to submit a summary reflection paper (with the reviewers' names included, about 250 words) of all reviews received from the peers for all assignments in the course. Simply to copy and paste all of the peer reviews verbatim into a word document is unacceptable. That summary reflection paper should include how those peer reviews (about each of the assignments from peers) helped him/her or not to improve the assignments in the course. For example, did student A's review about his/her product 1 give him/her any helpful suggestions for revision and improvement? Justify YES or NO.
    b. **Second,** the summary reflection paper should include a self-evaluation of one's own contribution in all of a student's own online peer reviews/critiques mentioned above on a grading scale of ABCDF. Students without submitting this summary reflection paper will receive zero points for this peer review assignment.

    This paper will help the instructor's grading of peer reviews. Please submit one's summary reflection paper in BB by the deadline.

8. **Final paper.** Students can select any of the three own products or others to elaborate with related details and submit the paper in BB by the due date. Suggested components/steps of the paper are below:
    a. Identify your top 3 choices of social media to use in your classroom or workforce.
    b. Describe how these tools would be the best choice for your classroom or workforce (For example, if you chose Instagram, what makes Instagram better than a wiki?).
    c. Compare and contrast the benefits and drawbacks of each of your three tools.
    d. Describe what you can do, as a teacher or an employee, to minimize the negative impacts of each social media tool.
    e. Include at least one reference for each product.

The paper should be in word format in about 5 double spaced pages of content, with 12 font size and 1 inch on all four sides. Additionally, the paper should also include one cover page and one reference page. You can start the paper as early as in the first week.

VII.   Evaluation and Grading Policy

The final course grade will be based on a variety of course components including products and participation/discussion/critiques. General criteria for the following grading components are described below:

   1. Individual reading reflections will be based on appropriateness and details as mentioned previously. Each week will receive a grade and the grade will be posted in BB after the due dates.

   2. Individual products will be assessed based on appropriateness and details as mentioned previously. Each product will receive a grade and the grade will be posted in BB after the due dates.

3. Individual online participation and peer critiques: Including clarity of the content and contribution in helping peers improve and revise before final submission. One grade for the semester.

4. Reflection paper will be based on appropriateness and details as mentioned previously.

5. Final paper will be based on appropriateness and details as mentioned previously.

6. Feedback and grading timeline

- The timeline for returning graded work or feedback on discussion assignments is within 24 hours on weekdays and 48 hours on weekends]
- Other assignments may take longer to grade. You can find your grade by clicking the My Grades link on the left menu of the Blackboard course.

7. Late or Missed Assignments

   Late assignments will receive lower grades. Missed assignments will not receive grades.

8. Grade Type: Letter Grade (A–F): Final grades will be assigned based on the evaluation of all assignments. Assignments will be graded using A+ (100), A (95), and A- (91). Similar format will be used for all other letter grades (B, C, and D) accordingly. Specifically, final grades will be assigned based on the performances of **all work** described below. I have high expectations from each student. But **only those individuals whose work is deemed "excellent" in all of the above categories will receive the grade of "A"**. The possible total points for the specific grading standards are: A=91-100, B=81-90,

9. Grade Components:

- ☐ Reading discussion and sharing (3x8)..24%
- ☐ Creating/designing Product discussion and sharing 3x12) ....……….…….…......36%
- ☐ Online participation/peer review/critiques……………………………………………18%
- ☐ Reflection paper……………………………………………………………..…………….7%
- ☐ Final paper …...15%
- **Total …………………………………………………….......…………….……..100%**

Note:

- All work should be original and free of spelling & grammatical errors. If more than 2 errors of this type are found, this will result in a 1-point reduction. If more than 4 errors, there will be a 2-point reduction. Please proofread and spell check all assignments before submission.
- Students are responsible for checking ALL of own course assignments' due dates and timely submissions. A student missing **any** required course assignment after the due date will receive a lower letter grade for the final course grade per instructor's discretion. No make-up points for revised assignments are available after the due dates.
- Please post each message only ONCE, not **multiple** times in BB by the deadline. Be sure to log out of BB after each use.
- Students will promptly receive the instructor's formative online grades and/or feedback for all assignments after the due date.
- It's good to ask questions early. Don't wait until the last minute. Please allow up to 24 hours for the instructor to reply to students' inquiries via email or in BB Monday through Friday. The instructor may be not available to answer questions promptly on weekends.
- Final course grade can NOT be communicated via e-mail or phone due to privacy.
- Avoid using Wikipedia as the source in products and discussions.
- No curving or rounding in grading.

Appendix I
Tentative Calendar

Weeks	Monday	Tuesday	Wednesday	Thursday	Friday	Weekends
1 (20 Dec)	• Reply to faculty expectations • Post self introduction • Readings: --Creating Social Media Guideline --Student Engagement With Social Media • Try 1 in each of Social networks, Media sharing networks, and Discussion forums • Design 1 product in any type of your choice	• Readings • Try 1 in the select type in the left column • Design 1 product in any type of your choice	• Post your reading reflections in BB • Share your experience with designing 1 product in BB	Peer review to each other by replying in BB	--Peer review --Review and revise product	● Review and revise the design product ● Preview and start the following week's content ● Start the reflection paper and final paper

2 (27 Dec)	• Readings: --Selecting Social-Media Tools --Home, School, and Community Connections • Try 1 in each of Bookmarking and content curation networks, Consumer review networks, Blogging and publishing networks, and Interest-based networks • Design 1 product in any type of your choice	• Readings • Try 1 in the select type in the left column • Design 1 product in any type of your choice	• Post your reading reflections in BB • Share your experience with designing 1 product in BB	Peer review to each other by replying in BB	-- Peer review --Review and revise product	• Review and revise the design product • Preview and start the following week's content • Work on the reflection paper and final paper
3 (3 Jan)	• Readings: --Social Media for Professional Development --Digital Citizenship and Online Safety • Try 1 in each of Social shopping networks, Sharing economy networks, and Anonymous social networks • Design 1 product in any type of your choice	• Readings • Try 1 in the select type in the left column • Design 1 product in any type of your choice	• Post your reading reflections in BB • Share your experience with designing 1 product in BB	Peer review to each other by replying in BB	--Peer review --Review and revise product	• Review and revise the design product • Submit the reflection paper in BB • Submit the final paper in BB

Note: Evening means due by 11:59pm
You are encouraged to start assignments early.

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.