

RUTGERS

School of Communication  
and Information

Welcome

## How Can Educators Improve Course Quality and Learner Outcomes? It's in the Design Starting with Course Alignment!

*Presented By:*

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# Introductions . . .



**Denise Kreiger, M.Ed.** is an Instructional Design and Technology Specialist in the School of Communication and Information (SC&I) at Rutgers University. Certified as a QM Peer Reviewer, Denise works with and supports approximately 260 instructors – full-time and part-time faculty – to design, develop, and teach courses in a variety of delivery formats – classroom-based, web-enhanced, hybrid, and fully online.



**Mary Chayko, Ph.D.** is Teaching Professor of Communication and Information, and Director of Undergraduate Interdisciplinary Studies for the School of Communication and Information at Rutgers University. Mary speaks and publishes widely on the impact of the internet and digital technology and social media on community, society, and self.

# DCIM Minor at SC&I

The School of Communication and Information offers an interdisciplinary **Digital Communication, Information, and Media (DCIM) Minor** for undergraduates.



The **18-credit minor** is open to **all majors at Rutgers** and combines insights and expertise from all SC&I disciplines relevant to the digital domain.

The program prepares students to lead in digital environments through a combination of technical, analytical, interpersonal, and entrepreneurial skill sets.

# DCIM Minor at SC&I

The School of Communication and Information offers an interdisciplinary **Digital Communication, Information, and Media (DCIM) Minor** for undergraduates.



All courses in the DCIM minor are delivered in a **hybrid format** – 50% in-class & 50% online . . .

Each course meets on-campus 1x/week for 80 minutes and the rest of the week is online throughout the semester.



# Digital Technology & Disruptive Change Course



“Digital Technology and Disruptive Change” is a **new course** in the DCIM minor.

As a new course in the DCIM minor, it underwent a **full course design and development process.**



# Overarching Course Goals and Vision

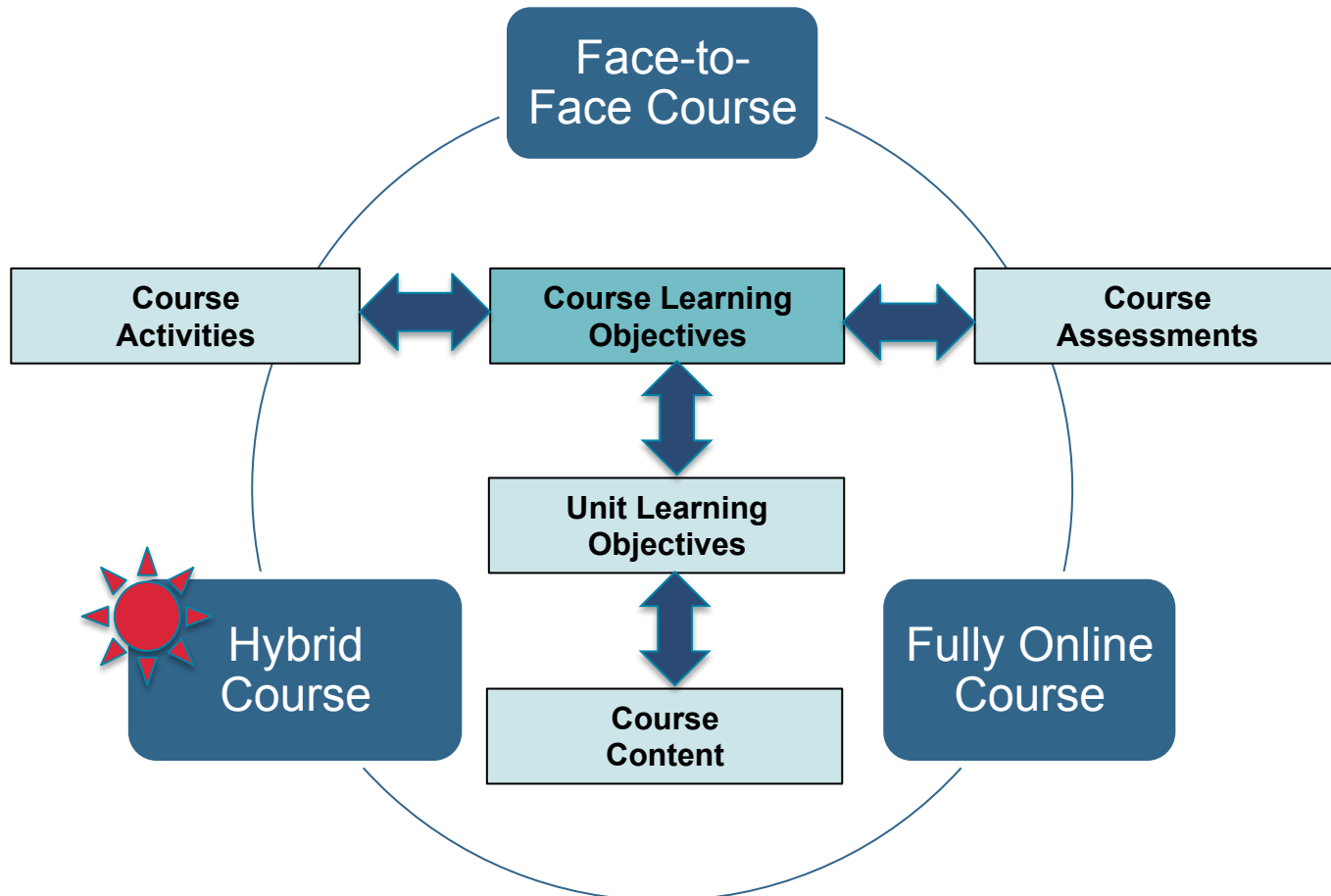
The overarching **goals and vision** for the “Digital Technology and Disruptive Change” course are to:

- Deliver the course in a **hybrid** format.
- Design the course with **broad interdisciplinary appeal** for undergraduates across Rutgers University.
- Emphasize **emerging digital technologies** and how they contribute to **disruptive changes** in relationships, organizations, societies, and selves.
- Integrate **social technologies** (e.g., discussion boards, Twitter, Storify) to foster collaborative, socially-connected learning experiences and provide **hands-on opportunities** using digital technologies.
- Include **diverse activities and assessments** that engage students in learning and develop higher-order thinking/skills.
- Build a high-quality **hybrid course model** based on **Quality Matters standards**.



# Course “Alignment” – Integral to Course Design

The course design process ensures that all course elements – unit learning objectives, course content, activities, and assessments – “**align**” with the **course learning objectives** (and each other!) in all delivery formats.





# Quality Matters: “Alignment” Standards



QM Standards 2-6 incorporate “alignment” as *essential* to course design:

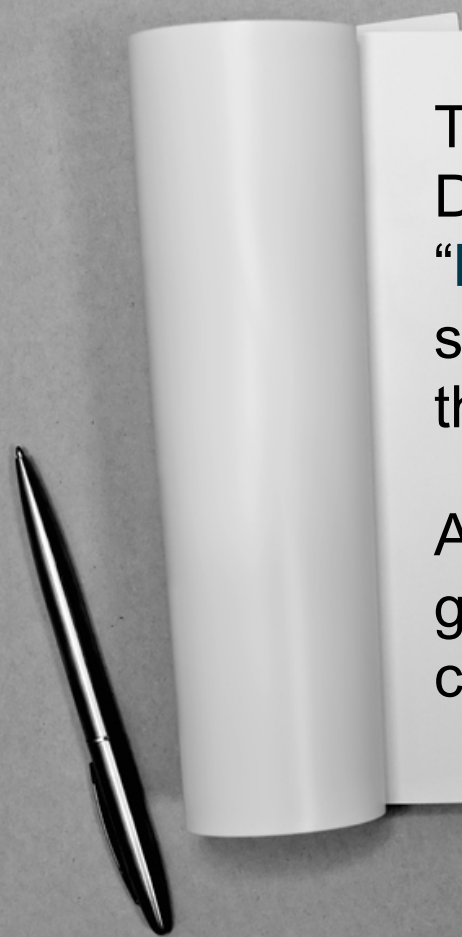
	QM Standards	Points (3-highest)
<b>QM General Standard 2 – Learning Objectives (Competencies)</b>		
2.1	<b>Alignment.</b> The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
2.2	<b>Alignment.</b> The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies	3
<b>QM General Standard 3 – Assessment and Measurement</b>		
3.1	<b>Alignment.</b> The assessments measure the stated learning objectives or competencies.	3
<b>QM General Standard 4 – Instructional Materials</b>		
4.1	<b>Alignment.</b> The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3
<b>QM General Standard 5 – Course Activities and Learner Interaction</b>		
5.1	<b>Alignment.</b> The learning activities promote the achievement of the stated learning objectives or competencies.	3
<b>QM General Standard 6 – Course Technology</b>		
6.1	<b>Alignment.</b> The tools used in the course support the learning objectives or competencies.	3

# How Do We Ensure “Course Alignment”?

## Course Design Document

- Course & Unit Learning Objectives
- Course Activities & Assessments
- Course Outline/Schedule

# How Do We Ensure “Course Alignment”?



The Course Design Document creates a “**blueprint**” that will serve as the basis for the Course Syllabus . . .

And an instrumental guide in developing the course in the LMS.



# Course Design Document . . .

**04:189:398 Special Topics in CILS: Digital Technology and Disruptive Change  
Course Alignment/Design Document  
Prepared by Mary Chayko and Denise Kreiger  
Fall 2014**

**Course Pre-requisites:** None

**Planned Delivery:** Hybrid course that meets once a week and online; delivered through the eCollege course management system. The course follows a “flipped classroom” pedagogical model with integration of online and in-class components to create a single, seamless learning environment for students. The in-class component includes active, collaborative, and engaging activities and projects for students.

**Overall Course Goal:** For students to examine whether and how emerging digital technologies (social/mobile/wearable media, virtual worlds and games, sensor-laden devices and environments, robotics, drones, implantable chips, artificial intelligence, etc.) contribute to disruptive change in relationships, organizations, societies and individual selves. This course is an interdisciplinary offering (Communication, Journalism and Media Studies, and Library and Information Science) in the School of Communication and Information.

**Textbook:** *Networked* by Rainie and Wellman, 2014, paperback edition, MIT Press. Available at B&N or amazon.com at [http://www.amazon.com/Networked-The-Social-Operating-System/dp/0262526166/ref=sr\\_1\\_1?ie=UTF8&qid=1407025839&sr=8-1&keywords=networked+rainie](http://www.amazon.com/Networked-The-Social-Operating-System/dp/0262526166/ref=sr_1_1?ie=UTF8&qid=1407025839&sr=8-1&keywords=networked+rainie)



# Course Design Document . . .

Course Learning Objectives	Course Assessments with Alignment
<p>By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and explain concepts, theories, and research findings across multiple disciplines regarding the history, innovation, adoption, use, and impact of digital technologies.</li> <li>2. Employ digital search and selection strategies to identify, retrieve, and evaluate relevant and reputable information sources regarding the opportunities, consequences, and disruptive potential of technological change.</li> <li>3. Analyze the opportunities and consequences of technological change, continuity, and disruption from both micro and macro perspectives.</li> <li>4. Use a variety of digital technologies and social media effectively and authoritatively for communication, conversation, collaboration, and networking.</li> </ol>	<p><b>In-Class Exams: .....370 pts.</b> (LO 1)</p> <ul style="list-style-type: none"> <li>• Test 1 (Units 1- 6).....185 pts.</li> <li>• Test 2 (Units 8-11).....185 pts.</li> </ul> <p><b>Online/Out-of-Class Assignments.....230 pts.</b></p> <ul style="list-style-type: none"> <li>• Discussion Boards (5 @18 pts each): LOs 1, 3, &amp; 4.....90 pts.</li> <li>• Twitter Convos (5 @ 18 pts each): LOs 1, 3, &amp; 4.....90 pts.</li> <li>• Journal Entries (10@5 pts. each): LOs 1, 3, &amp; 4.....50 pts.</li> </ul> <p><b>Participation.....50 pts.</b> (LOs 1, 3, &amp; 4)</p> <ul style="list-style-type: none"> <li>• In-Class Discussions (ongoing)</li> <li>• In-Class Group Activities (ongoing)</li> <li>• Weekly Class Hashtag Participation on Twitter (ongoing)</li> </ul> <p><b>Group Emerging Digital Tech. Project: .....150 pts.</b> (LOs 1, 2, 3, &amp; 4 ) (Weeks 3-13; using Storify tool)</p> <ul style="list-style-type: none"> <li>• Stage 1: Group Project Outline.....8 pts.</li> <li>• Stage 2: Group Preliminary Draft.....24 pts.</li> <li>• Stage 3: Group “Storify” Story .....100 pts.</li> <li>• Stage 4: Peer-Review in Discussion Board.....18pts.</li> </ul> <p><b>TOTAL: .....800 Points</b></p>

# Course Design Document . . .

Course LOs	Unit Learning Objectives: By the end of this unit, students will be able to:	Assessments
1	<b>Unit 2: Continuity and Change</b> 1. Describe the impact of an emerging digital technology on society and self 2. Explain how emerging digital technologies affect continuity, change, and disruption.	<ul style="list-style-type: none"> <li>• <b>Discussion Board #1:</b> New Digital Technology</li> <li>• <b>Journal #1:</b> Continuity and Change</li> </ul>
1 & 3	<b>Unit 3: Innovation, Continuity, and Disruption</b> 1. Compare and contrast traditional and emerging forms of media and cite research findings. 2. Explain potential disruptive influences (opportunities and consequences) of social media such as Twitter.	<ul style="list-style-type: none"> <li>• <b>Discussion Board #2:</b> Compare a traditional and emerging form of media in terms of continuity and change</li> <li>• <b>Journal #2:</b> Twitter and Disruption</li> </ul>
1, 3, & 4	<b>Unit 4: Digital Technology &amp; Social Connectedness</b> 1. Using Twitter, identify and give examples of a social norm or aspect of personal identity that has changed in the modern digital age, citing research findings. 2. Explain potential disruptive influences (opportunities and consequences) of social media such as Twitter.	<ul style="list-style-type: none"> <li>• <b>Twitter Convo #1:</b> Changing social norms and identities</li> <li>• <b>Journal #3:</b> Storify Web-tool</li> </ul>
1, 3, & 4	<b>Unit 5: Digital Communication &amp; Relationships</b> 1. Build a social network on Twitter to examine and comment on relationship-building using social networks. 2. Identify and analyze important trends related to digital communication and relationships and disruptive change as observed on Twitter. 3. Organize and plan a collaborative group effort pertaining to emerging digital technologies.	<ul style="list-style-type: none"> <li>• <b>Twitter Convo #2:</b> Building networks</li> <li>• <b>Journal #4:</b> Digital Communication Trends</li> <li>• <b>Group Emerging Digital Technology Project:</b> Stage 1 Project Outline (in Google Docs)</li> </ul>
1 & 3	<b>Unit 6: Digital Work &amp; Organizations</b> 1. Analyze Clayton Christensen's theory of disruptive innovation including its strengths and weaknesses. 2. Apply the theory by citing examples of disruptive innovation in real-world contexts.	<ul style="list-style-type: none"> <li>• <b>Discussion Board #3:</b> Pros and cons of Christensen's ideas</li> </ul>
1, 2, & 4	<b>Unit 7: Test 1 &amp; Group Emerging Digital Technology Project</b> 1. Identify and explain key concepts, theories, and research findings across multiple disciplines regarding the history, innovation, adoption, use, and impact of digital technologies. 2. Using Storify working in a collaborative group effort, create a draft of an emerging digital technology topic and a social issue including relevant and reputable research sources to support a position statement.	<ul style="list-style-type: none"> <li>• <b>Twitter Convo #3:</b> Key concepts for Test 1</li> <li>• <b>Group Emerging Digital Technology Project:</b> Stage 2 Preliminary Draft (in Storify)</li> <li>• <b>Test 1</b> (in-class)</li> </ul>

# Course Design Document . . .

We create a **Course Outline** first – mapping out the:

- Weeks/Dates
- Units
- Unit Topics

for the 15-week semester.

**Tentative Course Schedule for 04:189:398**  
**Special Topics in CILS: Digital Technology and Disruptive Change**

**Meets: Room CI 310, Thursday, 1:10-2:30 and 2:50-4:10]**  
**Spring 2015 – In-Class – Thursday; Online – Friday-Wednesday**  
(This is a tentative schedule subject to change.)

Week	Day/Date	Unit	Unit Title	Topics	Readings, Lectures, Media, Activities, and Assignments
1	Thurs. Jan. 22	1	Course Introduction	Course policies  Emerging digital tech  Internet  Media  Social change	<b>In-Class: (first class)</b> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Syllabus Review</li> <li>• Orientation to course management system (eCollege)</li> <li>• Use of tech in classroom</li> <li>• Use of social media in class</li> <li>• Preview Unit 2 "Online" component</li> </ul>
2	Fri. Jan. 23 - Wed. Jan. 28	2	Continuity and change: the history and scope of information and communication technologies	History of technology  Continuity and change  "Triple revolution"	<b>Online:</b> <ul style="list-style-type: none"> <li>• Read: (1) Rainie and Wellman, Networked (book), chapters 1, 2, &amp; 3. (2) Shapin, S. What else is new? <a href="http://www.newyorker.com/magazine/2007/05/14/what-else-is-new">http://www.newyorker.com/magazine/2007/05/14/what-else-is-new</a></li> <li>• View instructor's webcam lecture</li> <li>• <b>Do Discussion Board #1:</b> Introductions/Favorite New Digital Technology (Initial post by Mon. Jan. 26 at 11pm; 3+ responses by Wed. Jan. 28 at 11pm)</li> <li>• <b>Do Journal #1:</b> Continuity and change (by Wed. Jan. 28 at 11pm)</li> </ul>
2	Thurs. Jan. 29	2	Continuity and change: the history and scope of information and communication technologies	Social media  History and scope of digital media and ICTs  Link between the micro and the macro  Networked individualism	<b>In-Class:</b> <ul style="list-style-type: none"> <li>• Recap Unit 2 "online" component</li> <li>• Note-taking, with and without tech</li> <li>• Hybrid, flipped classroom, and social media policies</li> <li>• DCIM minor</li> <li>• Lecture and discussion</li> <li>• Preview Unit 3 "online" component</li> </ul>

# Course Design Document . . .

We create a **Course Outline** first – mapping out the:

- Weeks/Dates
  - Units
  - Unit Topics
- for the 15-week semester.

Then, we complete a **Course Schedule** that breaks down **each unit AND In-class and Online components** with:

- Readings
- Lecture (instructor-narrated)
- Media (e.g., videos, if included)
- Activities
- Assignments
- Due Dates

**Tentative Course Schedule for 04:189:398**  
**Special Topics in CILS: Digital Technology and Disruptive Change**

**Meets: Room CI 310, Thursday, 1:10-2:30 and 2:50-4:10]**  
**Spring 2015 – In-Class – Thursday; Online – Friday-Wednesday**  
(This is a tentative schedule subject to change.)

Week	Day/Date	Unit	Unit Title	Topics	Readings, Lectures, Media, Activities, and Assignments
1	Thurs. Jan. 22	1	Course Introduction	Course policies  Emerging digital tech  Internet  Media  Social change	<b>In-Class: (first class)</b> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Syllabus Review</li> <li>• Orientation to course management system (eCollege)</li> <li>• Use of tech in classroom</li> <li>• Use of social media in class</li> <li>• Preview Unit 2 "Online" component</li> </ul>
2	Fri. Jan. 23 - Wed. Jan. 28	2	Continuity and change: the history and scope of information and communication technologies	History of technology  Continuity and change  "Triple revolution"	<b>Online:</b> <ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>(1) Rainie and Wellman, Networked (book), chapters 1, 2, &amp; 3.</li> <li>(2) Shapin, S. What else is new? <a href="http://www.newyorker.com/magazine/2007/05/14/what-else-is-new">http://www.newyorker.com/magazine/2007/05/14/what-else-is-new</a></li> </ul> </li> <li>• View instructor's webcam lecture</li> <li>• <b>Do Discussion Board #1:</b> Introductions/Favorite New Digital Technology (Initial post by Mon. Jan. 26 at 11pm; 3+ responses by Wed. Jan. 28 at 11pm)</li> <li>• <b>Do Journal #1:</b> Continuity and change (by Wed. Jan. 28 at 11pm)</li> </ul>
2	Thurs. Jan. 29	2	Continuity and change: the history and scope of information and communication technologies	Social media  History and scope of digital media and ICTs  Link between the micro and the macro  Networked individualism	<b>In-Class:</b> <ul style="list-style-type: none"> <li>• Recap Unit 2 "online" component</li> <li>• Note-taking, with and without tech</li> <li>• Hybrid, flipped classroom, and social media policies</li> <li>• DCIM minor</li> <li>• Lecture and discussion</li> <li>• Preview Unit 3 "online" component</li> </ul>



# Key Instructional Strategies for Course Development



- Flipped Classroom
- Intuitive, Seamless Hybrid Course Structure
- Collaborative “Group” Technology Project
- Hands-on Use of Social Technologies

# Key Instructional Strategy: Flipped Classroom



(Image source: <http://www.thedailyriff.com/articles/are-you-ready-to-flip-691.php/>)

# Flipped Classroom: Online . . .

*In each Week/Unit:*

Students complete the **online component** first, preparing them for the class.

**Week/Unit 3 Online** included:

- Readings
- Instructor's narrated lecture
- Discussion Board
- Journal

Week	Day/Date	Unit	Unit Title	Topics	Readings, Lectures, Media, Activities, and Assignments
3	Fri. Jan 30 - Wed. Feb. 4	3	Innovation, continuity, and disruption	<p>Continuity and change in technology adoption, diffusion, use</p> <p>History, complexities, applications, limitations of "innovation" and "disruption"</p> <p>Conditions under which change is (and is not) "radical" and "disruptive"</p>	<p><b>Online:</b></p> <ul style="list-style-type: none"> <li>• Read:               <ol style="list-style-type: none"> <li>(1) Christenson, C. M. Disruptive Innovation <a href="http://www.interactiondesign.org/encyclopedia/disruptive_innovation.html">http://www.interactiondesign.org/encyclopedia/disruptive_innovation.html</a></li> <li>(2) Munir, K. The demise of Kodak. <a href="http://blogs.wsj.com/source/2012/02/26/the-demise-of-kodak-five-reasons/">http://blogs.wsj.com/source/2012/02/26/the-demise-of-kodak-five-reasons/</a></li> <li>(3) Vinsel. L. How to give up the I-word part 1: <a href="http://culturedigitally.org/2014/09/how-to-give-up-the-i-word-pt-1/">http://culturedigitally.org/2014/09/how-to-give-up-the-i-word-pt-1/</a> and part 2: <a href="http://culturedigitally.org/2014/09/how-to-give-up-the-i-word-pt-2/">http://culturedigitally.org/2014/09/how-to-give-up-the-i-word-pt-2/</a></li> <li>(5) Latzer (2009). Information and communication technology innovations: Radical and disruptive? <a href="http://www.mediachange.ch/media/medialibrary/2010/05/latzer3_ict-innovations.pdf">http://www.mediachange.ch/media/medialibrary/2010/05/latzer3_ict-innovations.pdf</a></li> </ol> </li> <li>• View instructor's webcam lecture</li> <li>• <b>Do Discussion Board #2:</b> Compare a traditional and emerging form of media in terms of continuity and change (<b>Initial post by Mon. Feb. 2 at 11pm; 3+ responses by Wed. Feb. 4 at 11pm</b>)</li> <li>• <b>Do Journal #2:</b> Under what conditions is change truly disruptive?(<b>by Wed. Feb. 4 at 11pm</b>)</li> </ul>

# Flipped Classroom: In-Class . . .

*In each Week/Unit:*

The **in-class component** follows the online component.

**Week/Unit 3 In-Class** included:

- Recap of Unit 3 online
- **Important!** Introduction to Group Emerging Digital Technology Project.
- **Interactive** in-class Group Activity to begin Stage 1 of the project & set up Google Docs.

Week	Day/Date	Unit	Unit Title	Topics	Readings, Lectures, Media, Activities, and Assignments
3	Thurs. Feb. 5	3	Innovation, continuity, and disruption	More on specific emerging digital technologies  Group Emerging Digital Technology Project	<p><b>In-Class:</b></p> <ul style="list-style-type: none"> <li>• Recap Unit 3 "online" component</li> <li>• Questions on webcam lecture</li> <li>• <b>Introduce Group Emerging Digital Technology Project</b> <ul style="list-style-type: none"> <li>○ Weeks 3 – 13 (semester)</li> <li>○ Project stages and deadlines; topics and 6 categories; Storify tool, grading Rubric (in eCollege)           <ul style="list-style-type: none"> <li>• <b>Stage 1: Project Outline</b> in Google Docs; Word doc. submitted to Dropbox by <b>Mon., Feb. 16 at 11pm</b></li> <li>• <b>Stage 2: Preliminary Draft</b> in Storify; submit group's Storify link to Dropbox by <b>Mon., March 2 at 11pm</b></li> <li>• <b>Stage 3:</b> "Storify" Story; Group's Storify link submitted to Dropbox AND Discussion Board (for peer-review) by <b>Mon., April 20 at 11pm</b></li> <li>• <b>Stage 4:</b> Peer-Review Storify Stories in Discussion Board by <b>Wed., April 22 at 11pm</b></li> </ul> </li> </ul> </li> <li>• <b>In-class Group Activity: Stage 1 – Emerging Digital Technology Project Outline</b> <ul style="list-style-type: none"> <li>○ Assign groups &amp; group leaders</li> <li>○ How to work with Google Docs– Group Leader creates "Work in Progress" document</li> <li>○ Group Google Docs: Discuss intriguing emerging technologies; choose project topics</li> </ul> </li> <li>• Preview Unit 4 "online" component</li> </ul>



# Key Instructional Strategy: Hybrid Course Structure



Course Author

**Course Home**

Group Emerging Tech Project (Weeks 3-13)

**Unit 1: Course Intro (Week 1 In-Class)**

**Unit 2: Continuity & Change (Week 2)**

Unit 2: Online

Unit 2: In-Class

**Unit 3: Innovation & Disruption (Week 3)**

Unit 3: Online

Unit 3: In-Class

**Unit 4: Digital Connectedness (Week 4)**

Unit 4: Online

Unit 4: In-Class

**Unit 5: Comm & Relationships (Week 5)**

Unit 5: Online

Unit 5: In-Class

**Unit 6: Work & Organizations (Week 6)**

## 04:189:398:01 Digital Technology and Disruptive Change



(image source: Shutterstock, <http://www.shutterstock.com>)

**Instructor:** Mary Chayko, Ph.D.

**Course Delivery:** Hybrid (In-class: Room 203, Section 1 - Thursdays, 2:50-4:10; Online: Friday through Wednesday)

**Duration:** 16-weeks, Spring 2015

**Course Site:** Rutgers/Pearson eCollege/Learning Studio at <https://onlinelearning.rutgers.edu/ecollege-student-login>

**Email:** [mary.chayko.rutgers.edu](mailto:mary.chayko.rutgers.edu)

**Office Hours:** Tuesdays and Thursdays

**Course Pre-requisites:** None

*An intuitive course structure in the LMS is created, based on the 'Course Design Document' completed in the design phase.*

### Course Description:

This course explores whether and how emerging digital technologies (social/mobile/wearable media, virtual worlds and games, sensor-laden devices and environments, robotics, drones, implantable chips, artificial intelligence, etc.) contribute to disruptive changes in relationships, organizations, societies and selves. Multiple perspectives on communication, information, and media will be applied in analyzing the extent to which the structure, norms, and dynamics of modern social life have changed and have experienced continuity, and the conditions under which such changes can be considered disruptive. Micro- and macro-level processes and outcomes (interpersonal, cultural, institutional, political, global) of the history, innovation, adoption, production, and consumption of emerging digital technologies will be examined. This course is an interdisciplinary offering (Communication, Journalism and Media Studies, and Library and Information Science) in the Digital Communication, Information, and Media minor at the School of Communication and Information at Rutgers University.

### First Time Here? Do this next...

- Download and read the **Course Syllabus with Schedule**, available in the Course Home section to your left.
- Review all items under the **Course Home** section, in particular, the Course Learning Objectives, Course Grading and Rubrics, Course Policies, and other important resources to your left.



# Key Instructional Strategy: Hybrid Course Structure



Course Author

- Unit 3: Innovation & Disruption (Week 3)
  - Unit 3: Online**
  - Readings
  - Webcam Lecture
  - Discussion Board: Media Comparisons
  - Journal: Twitter and Disruption
- Unit 3: In-Class
- Unit 4: Digital Connectedness (Week 4)
  - Unit 4: Online
  - Unit 4: In-Class
- Unit 5: Comm & Relationships (Week 5)
  - Unit 5: Online
  - Unit 5: In-Class
- Unit 6: Work & Organizations (Week 6)
  - Unit 6: Online

## Unit 3: Online



### Unit 3: Innovation, Continuity and Disruption

#### Unit 3 - Online (Friday, 1/30/15, to Wednesday, 2/4/15)

Please have all items completed **before** our next class in order to be prepared for the incoming through the activities and assessments are listed below.

1. **Readings:** The readings provide information about the technology adoption, diffusion. Be sure to complete the readings and take notes before participating in the discussion.
2. **Instructor's Webcam Lecture:** The lecture explains and gives examples of technology adoption, diffusion, and use, as well as the meaning and limitations of the concepts "innovation" and "disruption.": It is especially important this week as we will not be having an in-class lecture -- instead, we will be discussing the group project. Remember to view the webcam lecture before you participate in the discussion board.
3. **Discussion Board:** Students will participate in a Discussion Board in their assigned group to discuss old vs. new media based on the reading and lecture. Students are to post their 'initial' response to the instructor-provided questions by **Monday, 2/2, at 11:00 p.m., EST**; and 3+ responses to classmates' postings by **Wednesday, 2/4, at 11:00 p.m., EST**. Your participation in the discussion board will be graded based on the Discussion Board/Twitter Convo Rubric and posted in the Gradebook.
4. **Journal:** Students will participate in writing a journal entry using the Journal tool in eCollege to help you get started on Twitter. The journal is due by **Wednesday, 2/4, at 11:00 p.m., EST**.

(image source: Shutterstock, <http://www.shutterstock.com/>)

*The "Hybrid" course structure breaks out the **Online and In-class components** for each unit/week – see Unit 3 – creating a **seamless learning environment that facilitates independent learning.***

# Key Instructional Strategy: Collaborative Project



Course Author

Course Home

**Group Emerging Tech Project (Weeks 3-13)**

Working Collaboratively in Google Docs

Stage 1: Project Outline (w/Dropbox)

Stage 2: Preliminary Draft (w/Dropbox)

Stage 3: Storify Story (w/Dropbox)

Stage 4: Discussion-Peer-Reviews

Groups

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Unit 1: Course Intro (Week 1 In-Class)

Unit 2: Continuity & Change (Week 2)

Unit 2: Online

Unit 2: In-Class

Unit 3: Innovation & Disruption (Week 3)

Unit 3: Online

## Group Emerging Digital Technology Project (Weeks 3-13)



(image source: <http://www.shutterstock.com>)

In the Emerging Digital Technology Project, students will work collaboratively in **small groups** (see assigned groups in document at the end of this section) to explore the impact of one emerging digital technology on society (see topics below) with regard to a series of social issues and will consider the extent to which these impacts have been realized in the future or may be disruptive.

Each group will create a 'digital story' using the the social media platform, [Storify](#), (others) through social media.

Through this project, students will get to see first-hand the power of using collabora and Storify) and the benefits of 'crowdsourcing' to collaboratively research, co-cre

The collaborative project will span **Weeks 3-13** in the semester. There are **(4) key assignments** associated w

Stage	Group Assignments	Due Date By
Stage 1	Project Outline in a Google Doc (group leader creates Google Doc for the group and submits Word doc to the Dropbox) <i>(worth 8 points)</i>	Monday, Feb. 16, 11:00 PM ET
Stage 2	Preliminary Draft in Storify (group leader submits URL link to the group's Storify project site in the Dropbox) <i>(worth 24 points)</i>	Monday, March 2, 11:00 PM ET
Stage 3	Final "Storify" Story of the Emerging Digital Technology (group leader submits URL link to the group's Storify project site in the Dropbox AND posts link in the Discussion Board for the Peer-Reviews) <i>(worth 100 points)</i>	Monday, April 20, 11:00 PM ET
Stage 4	Peer-Reviews of Storify Stories in the Discussion Board <i>(worth 18 points)</i>	Wednes., April 22, 11:00 PM ET

This collaborative project is worth **150 total points** of the overall grade, and each group's final Storify Story will **Rubric**

and posted to the eCollege Gradebook. Points for Stages 1 and 2 will be determined at the instructor's discretion on the basis of quality and thoroughness of work provided and timeliness. Each group will receive feedback after Stages 1 & 2 to help guide students in completing Stage 3 of the project. In addition during Stage 4, students will be graded on their peer-review participation in the Discussion Board based on the [Discussion Board/Twitter Conversation Rubric](#).

*The Group Emerging Technology Project is the "backdrop" for the course spanning Weeks 3-13.*

*The group project is in its own 'unit' with stages deconstructed, scaffolding provided, and custom grading rubrics to communicate expectations.*

# Key Instructional Strategy: Collaborative Project

## Group Emerging Digital Technology Project Rubric (Storify Story)

Criteria	Unsatisfactory-Beginning	Developing	Accomplished	Exemplary	Total
<b>Analyzes Relationship of Emerging Digital Technology and Social Issues (Group grade)</b>  <b>(Future RU Core Goal 21C-c)</b>	<b>0-27 points</b>  <b>1) Analysis.</b> Demonstrates a lack of understanding and inadequate analysis of an emerging digital technology in relation to social issues (micro and macro-level changes in society). <b>2) Evidence.</b> Lacks adequate information and facts to support the analysis and claims made with frequent inaccuracies, omissions, or oversimplifications based on personal opinion, and/or illogical connections made. <b>3) Ideas.</b> Lacks original thought or real-world contexts and examples.	<b>28-31 points</b>  <b>1) Analysis.</b> Demonstrates general understanding with limited critical analysis of an emerging digital technology in relation to social issues (micro and macro-level changes in society). Analysis is general in nature lacking depth or substance. <b>2) Evidence.</b> Provides some information and facts to support the analysis and claims made but with some inaccuracies or unsupported connections. <b>3) Ideas.</b> Summarizes ideas with minimal original thought and few real-world contexts and examples.	<b>32-35 points</b>  <b>1) Analysis.</b> Demonstrates a satisfactory understanding and some critical analysis of an emerging digital technology in relation to social issues (micro and macro-level changes in society). Analysis includes the history, trends, uses, impact and disruptive capabilities of the technology, and predictions of future use, as it relates to the social issues. <b>2) Evidence.</b> Provides essential, accurate information and facts to support the analysis and claims made, although may contain some inconsistencies in places. <b>3) Ideas.</b> Ideas expressed include some original thought and/or logical thinking with real-world contexts and examples for the most part.	<b>36-40 points</b>  <b>1) Analysis.</b> Demonstrates a sophisticated understanding and careful critical analysis of an emerging digital technology in relation to social issues (micro and macro-level changes in society). Analysis includes the history, trends, uses, impact and disruptive capabilities of the technology, and predictions of future use, as it relates to the social issues. <b>2) Evidence.</b> Provides crucial, compelling, and accurate information and facts to support the analysis and claims made. <b>3) Ideas.</b> Ideas expressed include original thought, substantial depth, and strong logical thinking with real-world contexts and examples. Construction of new meaning and insights are evident.	/40
<b>Employs Technologies for Research &amp; to Communicate Findings (Group grade)</b>  <b>(Future RU Core Goal ITR y)</b>	<b>0-20 points</b>  Students make unsatisfactory use of technologies accessed through the Storify social media platform to conduct research and gather information on the emerging digital technology topic and related social issues. An inadequate research effort is evident lacking the required (6) sources (from PewResearch Internet Life Project, news articles, social media). Findings are communicated at an unacceptable level and are rarely clear and lacking in proficiency in Storify	<b>21-23 points</b>  Students make minimal use of technologies accessed through the Storify social media platform to conduct research and gather information on the emerging digital technology topic and related social issues. Limited research effort is evident with less than the required (6) research sources or the types of required sources (from PewResearch Internet Life Project, news articles, social media). Findings are less than adequately communicated with sometimes unclear and/or minimal proficiency in Storify.	<b>24-26 points</b>  Students make satisfactory use of technologies accessed through the Storify social media platform to conduct research and gather information on the emerging digital technology topic and related social issues. Research effort is evident with the required (6) research sources (from PewResearch Internet Life Project, news articles, social media). Findings are adequately communicated with some degree of proficiency and clarity in Storify.	<b>27-30 points</b>  Students make maximum use of diverse technologies accessed through the Storify social media platform to conduct research and gather information on the emerging digital technology topic and related social issues. Substantive research effort is evident beyond the required (6) research sources (from PewResearch Internet Life Project, news articles, social media). Findings are communicated with a high-level of proficiency and clarity in Storify.	/30

# Key Instructional Strategy: Collaborative Project

## Group Emerging Digital Technology Project Rubric (continued)

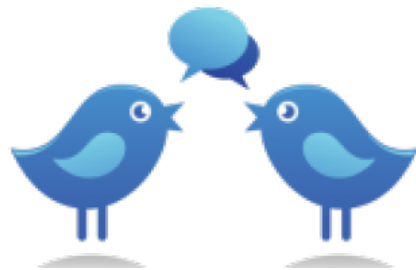
Criteria	Unsatisfactory-Beginning 0-9 points	Developing 10-11 points	Accomplished 12-13 points	Exemplary 14-15 points	Total
<b>Storify Organization (Group grade)</b>	Storify project does not follow the required format and lacks a clear, logical organization. There is no hierarchy in structure and/or multiple required components are missing or incomplete.	Storify project follows the required format, is somewhat organized with limited use of headings and subheadings throughout. Flow of content needs improvement. May be missing a required component and/or components may be less than complete.	Storify project follows the required format, is reasonably organized with the use of consistent headings and subheadings throughout. Content flows logically with text wrapping around individual media sources and includes required components for the most part.	Storify project follows the required format with consistent page design; is well-organized, making effective use of required headings and subheadings throughout. Content flows logically with text wrapping around individual media sources. Includes all required components.	/15
<b>Writing Quality (Group grade)</b>	Poor writing style lacking in standard English, clarity, language used, and/or frequent errors in grammar, punctuation, usage, and spelling. Needs work.	Average and/or casual writing style that is sometimes unclear and/or with some errors in grammar, punctuation, usage, and spelling.	Above average writing quality and style using standard English with minor errors in grammar, punctuation, usage, and spelling.	Well written using standard English, characterized by elements of a strong writing style and basically free from grammar, punctuation, usage, and spelling errors.	/15
<b>Contribution to Group (Individual grade)</b>	Group member rarely participated or contributed in the Storify project towards achieving the project goals and meeting the deadline. Did not share workload fairly and/or was a disruptive influence.	Group member participated in the Storify project but emphasis was in completing own work. Allowed others to assume leadership and/or may have not shared workload fairly towards achieving the project goals and meeting the deadline.	Group member participated in the Storify project and shared the workload. Contributed to the development of a specific section(s) in the "story." Worked towards achieving the project goals and meeting the deadline.	Group member participated fully in the Storify project to produce a polished, highly cohesive "story." Contributed to the development of specific section(s) in the "story" beyond one's own work to add to, edit, and/or improve the overall story and/or coordinate the group's efforts towards achieving the project goals and meeting the deadline.	/15
<b>Timeliness* (Group grade) (* unexcused late)</b>	<b>Deduct 11 points-overall failing</b> Group Storify project is submitted 1-2 (25-48 hours) after the deadline. After 48 hours, the project will not be graded (automatic "0").	<b>Deduct 1-10 points</b> Group Storify project is submitted up to 1 day (within 24 hours) after the deadline.	<b>No points deducted</b> Group Storify project is submitted by the deadline.	<b>1 point</b> Group Storify project is submitted ahead of the deadline (at least 6 hours).	/--
<b>TOTAL POINTS (sum of 6 Criteria)</b>					<b>/100</b>

# Key Instructional Strategy: Social Technologies

**Social technologies** were integrated throughout the course to foster collaborative, socially-connected learning experiences and provide hands-on opportunities using digital technologies.



— ■ **Discussion Boards**



— ■ **Twitter Convo**



— ■ **Storify**



# Social Technologies: Discussion Boards . . .

*Students are placed into small groups. Discussion boards are designed to create a community of learning & develop students' higher-order thinking/skills.*

## Discussion Board: Traditional and Emerging Media Comparisons

**Due Date:** Your initial posting to the Discussion Board is due no later than **Monday, February 2 at 11:00 p.m. EST**; and your replies to students' postings (at least 3 replies) are due no later than **Wednesday, February 4 at 11:00 p.m. EST**. This is to give adequate time for students to read and respond to each others' postings.

**Grading Rubric:** [Discussion Board/Twitter Conversation Rubric](#)

**Description:** This discussion board explores the differences and similarities among different types of media.

Students are to respond to the instructor-provided questions in their assigned group (Group A or Group B discussion topic) by the above due dates (initial posting due date and follow-up comments due date). Your participation in this Discussion Board will be graded based on the Discussion Board/Twitter Conversation Rubric.

**Tip!** Go to [About Discussion Boards](#) in the "Course Home" section to see which group you have been assigned for discussions (Group A or B) throughout the semester.

**Another tip!** Be sure that your subject line is interesting and eye-catching. It should not say anything like "Week One response."

Based on the readings and instructor's webcam lecture, please respond to the following:

Select one traditional form of media and one new, emerging, digital form of media. In what ways are these two forms of media similar, and how are they different? Consider the characteristics of the technologies as well as their impacts. Try to think of at least two similarities and two differences. Anchor your response to a quote from one of the week's readings.

### Topics

> Discussion: Group A

[Discussion: Group B](#)

### Discussion: Group A

Based on the readings and instructor's webcam lecture, please respond to the following:

Select one traditional form of media and one new, emerging, digital form of media. In what ways are these two forms of media similar, and how are they different? Consider the characteristics of the technologies as well as their impacts. Try to think of at least two similarities and two differences. Anchor your response to a quote from one of the week's readings.

# Social Technologies: Storify Web-based Tool

## Group Emerging Digital Technology Project . . .

Each group uses “Storify” to research, create, and publish their unique story:

- An **emerging technology topic** (e.g., Disruption by Social Media)
- Introduction/overarching **thesis**
- **6 social issues** related to technology topic (e.g., Change in Development of Relationships); each issue includes a sub-thesis, text, and media research source
- Conclusion

The screenshot displays the Storify interface. At the top, there is a search bar and navigation links for 'Log In' and 'Sign Up'. The main content area features a background image of a person in a green sweater using a smartphone. Below the image, the title 'Disruption by Social Media' is prominently displayed. Underneath the title, the group members are listed: Justin Brown, Marisa Brown, Anton Brychkouski, Jordan Barnaby, Halley Barnes, Adam Buongiovanni, and Nick Buongiovanni. The author is identified as 'DCIMGroupC' with a timestamp of '21 hours ago' and '46 Views'. The story content includes an 'Introduction' with a thesis statement, a 'Social Issue' section, and a 'Social Media and Relationships' link to a source from 'The Sundial - Daily Sundial'.

Storify by *by Instagram* Search Stories... Log In Sign Up

Embed

Disruption by Social Media

Group C Topic: Social Media Members: Justin Brown, Marisa Brown, Anton Brychkouski, Jordan Barnaby, Halley Barnes, Adam Buongiovanni, Nick Buongiovanni

by DCIMGroupC · 21 hours ago · 46 Views

Introduction: Thesis statement: The invention and permeation of social media into society have disrupted many aspects of life.

Social Issue: Change in Development of Relationships by Marisa Brown

Social media is altering the way we create, maintain, and end relationships today. This disruption has shown to be beneficial for some relationships, but detrimental to others. As we examine these changes we are able to see that society has developed new norms and attitudes towards relationships.

Social Media and Relationships | The Sundial - Daily Sundial

5 days ago ... New couples connected with the Facebook world can't wait to announce their courtship publicly. Social media is a great way to catch up with ...

SUNDIAL.CSUN.EDU

# Social Technologies: Twitter Convos

*Students' tweet' both during and post-class . . . .*

**Andrew** · Feb 9  
Social norm disruptive change. Eating and talking at dinner with your family. Kids are always distracted. [#dcim398a](#) [dailymail.co.uk/femail/article...](#)

 Daily Mail Online



**Tech taking over the dinner table: THIRD of kids distracted by phones**

Two thirds of British families say they sit down together for a family meal almost every day, yet for many there are uninvited guests at the table.

**Jessica** Feb 9  
a new norm that has emerged in the digital age is that music is now "a social experience" [phys.org/news/2012-09-m...](#) .. [#disruptive](#) [#DCIM398B](#)

 Phys.org



**Music in the digital age**

The evolution of technology has changed the way we listen to our favorite songs and interact with music. Apple, for example, recently announced plans to launch a custom-radio service. Pop ...

# Mid-Semester Student Feedback From Journals

*“I find Twitter extremely engaging and a wonderful, fun way to actively participate with the course material, connect with other classmates to see their viewpoints, and keep in touch with the latest trends by following their tweets at any time of the day or night.”*



*“Having a class hashtag keeps me more engaged even when I’m not in class. Whenever I’m out and see something related to disruptive technology, I immediately tweet it to the class hashtag!”*

*“I liked Professor’s Chayko’s exchange with Barry Wellman on Twitter. Never before could I imagine that we would be interacting with the author of our textbook during the course!”*



# Mid-Semester Student Feedback From Journals

*“I love the online webcam lectures because I learn very well through audio and video rather than readings. They are a great way to reiterate points from the readings, generate new ideas and connect old ones together. The slides together with webcam/ audio provide a near face-to-face communication in the hybrid course.”*



*“The course is very well organized in eCollege – an excellent job of integrating the two platforms of a traditional classroom with the more progressive, modernized classroom. It has helped to improve my time management and organization with the work to be done – whether it be reading, discussion posts, journaling, twitter, or exam prep!”*

*“Dr. Chayko’s innovative teaching approaches have enabled us to stimulate our brains and continuously think about disruptive innovation all around us while allowing us to engage in discussion with class members. It has certainly helped with understanding concepts and ideas, while serving as a fun, new way of learning ‘for credit,’ as well!”*



# Instructor's Reflections . . .

## On Hybrid Course Design/Development and the Collaborative Experience . . .



# Future Direction . . .



The course will undergo a full  
**Quality Matters Review** by  
Summer '15.



Any Questions? . . .

Q & A

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and Information

*Thank You*

Feel free to contact us at:

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Mary Chayko: [mary.chayko@rutgers.edu](mailto:mary.chayko@rutgers.edu)