

Saint Mary's University of Minnesota
Schools of Graduate and Professional Programs

Online
Knowledge Development: Theory, Formats, and Application
EDD818BL
Spring 2021

Instructor: Dr. Sue Hines

Phone: 612-728-5194 (office) **Email:** shines@smumn.edu

Note: Please use email for contacting. I may not be in the office during Covid-19. I will respond to your email within 24 hours. Feel free to set up a Zoom meeting with me, if desired.

Course Credits: 3 credits

Course Dates/Hours: January 4 - March 28, 2021

Prerequisites or Concurrent Courses: EDD802, EDD809, EDD811

Course Description

This course explores and applies principles of adult learning theory, instructional design, and leadership to the creation, production, and distribution of knowledge in a technologically advanced society. This constructivist approach is grounded in an understanding of the complex interactions of social learning and the social construction of meaning. Topics include the politics of research and knowledge, how practice and technology are framing meaning, facilitating innovation, and transforming processes in business and education. Implications for leadership, technology stewardship, and the development of organizations are considered.

Student Learning Objectives

Upon completion of this course, students are expected to be able to do the following:

1. Apply principles of adult learning theory and instructional design to the development of knowledge.
2. Assess critically the alignment of technology, learning, symbol systems, and practice in facilitating knowledge creation.
3. Evaluate the power dynamics and influences of community and technology in creation and distribution of knowledge.
4. Create a social system model and evaluative structure for facilitating/promoting inquiry and responsible action within digital habitats.

5. Analyze knowledge creation as an essential means of personal growth, social action, and responsibility.
6. Evaluate your role in leading and stewarding knowledge creation and development.

Required Textbook

Kraut, R. E., & Resnick, P. (Eds.). (2012). *Building successful online communities: Evidence-based social design*. MIT Press. ISBN-13:978-0262016575

Rudenstam, K. E., & Schoenhotz-Read, J. (2010). *Handbook of online learning* (2nd ed.). Sage Publishing. ISBN-13: 978-1412961035

Canvas Access

Canvas may be accessed from <https://smumn.instructure.com>

Technical Support

For technical support, contact our helpdesk at the following:

Email: helpdesk@smumn.edu

Website: [Helpdesk](#)

Phone: 612-728-5100 x7800, local Twin Cities

Alt. Phone: 866-437-2788; Choose HelpDesk menu option

Student Expectations

Please know everyone is expected to fully engage in this online course and adhere to the deadlines for each of the online weekly learning activities noted in the Synopsis of Assignments section of the syllabus. Please demonstrate proper online “netiquette” at all times—i.e. be professional, considerate, respectful, avoid sarcasm, and not share comments and work from classmates with anyone outside the class. Written course assignments need to be written in Microsoft Word and submitted to Canvas for grading. Please refrain from emailing me your assignments.

Synopsis of Assignments

1. **Group Online Learning Community Project**

We live in a technologically advanced society where the creation and distribution of knowledge is constantly occurring in our personal, professional, and educational lives. Technology has transformed how we live, work, and learn. Because of technology we are able to work, teach, and learn from any location; leverage innovative instructional technologies, and create and share knowledge in flexible digital environments. The purpose of this group online learning community project is to create a self-organized virtual learning community aimed at stewarding new knowledge of a group-selected topic. A place where you can practice developing and participating in an online learning community in order to observe and learn from the experience.

As a group you will self-organize to:

- Create a digital habitat for your online community,
- Determine the group's learning needs to guide the project (as it relates to the learning community's topic)
- Decide when and how each member will contribute new knowledge to the site
- Determine how each member will participate in experimenting with and/or extending discussions regarding the contributions
- Facilitate and participate, and
- Evaluate the effectiveness of the community

The outcome of this project is not the community, but to learn from your observations of the community process, product, and effectiveness. Each week member's will provide their observations of the online community project by responding to instructor-provided prompts on our Canvas course site. **Observational notes are due by Sunday by 11:59pm (CT).** See [rubric](#) for grading details.

(SLO 1-6) **5 pt.s each X 8 = 40 points**

2. **Social Community for Knowledge Development Critique**

All of us have been exposed to formal and informal social systems, both digital or non-digital, that promote ongoing inquiry and the creation and distribution of knowledge. For example professional learning communities, Facebook groups, book clubs, online listservs, retreats, department/unit planning committees, online learning groups, research and development team meetings, task forces, etc. For this assignment, select a social community designed for knowledge development that you are aware of and interested in critiquing. Dig deeper into the model to evaluate its effectiveness. Please create and submit your critique to our Canvas course site by using your

technology of choice, such as Google slides, Google docs, or some other method that could be used to share in a digital format.

Please be sure to address the following in your critique:

- Identify and describe the purpose/focus of the social learning community
- Discuss recommended best practices, according to the literature, for this system
- Evaluate how well the community practices align with best practices
- Assess the design and facilitation of the community's knowledge development
- Assess the level of commitment and contribution
- Evaluate the power dynamics and influence of community on knowledge creation including cultural norms
- Evaluate the use and influence of technology on the knowledge creation process

Be sure to incorporate/cite concepts from Kraut and Resnick (2011) and Rudenstam and Schoenholtz-Read (2010). See [rubric](#) for grading details.

The assignment is **DUE by Sunday, February 7th at 11:59pm (CT)**. (SLO 2, 3, 5, 6) **50 points**

3. Individual Online Learning Community Project

For this final assignment, imagine you are a digital educational consultant hired to design, develop, and evaluate an online community where learners develop new knowledge within a socially-constructed digital habitat. Imagine the digital model allows learners to self-organize, where learning occurs within blurred boundaries, with the sole purpose of growing and learning together to improve performance. Where technology, community, and learning intersect and is nurtured through your technological stewardship (which means- selecting technologies that best fits the social learning needs). Feel free to create your online learning community for your professional workplace to address a current knowledge development need. Create and share your learning community project in a manner that suits you best (e.g. create the actual digital habitat, discuss/describe it using Google Slides or Google docs, a combination of these, or?). The Online Learning Community needs to demonstrate the following:

- Designed to encourage learning through a self-organized member-owned community
- Catalyzes social learning for the purpose of knowledge sharing and growth to address a current problem/need
- Recruits and prepares members and future newcomers in a manner that ensures a good community experience
- Engenders responsible behaviors and minimizes power imbalances
- Allows for a constructivist approach to learning where boundaries are blurred
- Builds in ways to evaluate effectiveness

- Uses technologies that facilitate learning and evaluation
- Includes symbols systems to enhance engagement and learning

Be sure to incorporate/cite concepts from Kraut and Resnick (2011) and Rudenstam and Schoenholtz-Read (2010). See [rubric](#) for grading details.

The assignment should be submitted to our Canvas course site and is **DUE Week 8 by Sunday, February 28th at 11:59pm (CT)**. (SLO 1-5) **50 points**

4. Online Learning Activities:

- **Group Discussions** are weekly activities that **begin on Monday and end on Wednesday at 11:59pm (CT)**. These discussions are designed as a means to spark preliminary insight into the various weekly course topics--hence the reason for the 3-day window at the beginning of each week. The majority of the discussions are aimed to draw out your personal experience and perspectives while using the textbook readings as a framework to think through. Please know that everyone needs to post one substantive response to the instructor-designed discussion prompts as well as read and respond to their classmates' posts. See [rubric](#) for grading details.

(SLO 1-5) **3 pts. each x 7 = 21 total points**

- **Building Blocks** are a weekly activity designed to provide everyone an opportunity to sketch out components of the course assignments and receive instructor feedback for guidance. These building block activities unpack the upcoming assignment into chunks allowing everyone to provide their preliminary thoughts on pieces of the assignment each week. This preliminary work and instructor feedback can then be used to create the final version of the assignment(s). building block posts should be **completed no later than Sunday at 11:59pm (CT)**. See [rubric](#) for grading details.

(SLO 1-5) **3 points each X 7 = 21 points**

Assessment of Student Performance/Grading Policies

- | | |
|---|-----------|
| 1. Technology Stewardship Online Community: Observation Notes | 40 points |
| 2. Social Community for Knowledge Development: A Critique | 50 points |
| 3. Online Learning Community Project | 50 points |
| 4. Online Activities: | |
| a. Group Discussions | 21 points |

b. Building Block Posts

21 points

182 points

Graduate Grading Scale

A 90-100% 163-182 pts

B 80-89% 145-162 pts

C 70-79% 127-144 pts

NC Below 70% 143 & below

Course Time Standards

Courses in the doctoral degree programs require a minimum of either 13 contact or instructional hours per credit. In addition, it is suggested that students invest three hours per contact hour in outside study.

University Conduct and Academic Policies

See the course Canvas site for a direct link to all University policies.

Writing Center and Library Services

See the course Canvas site for direct links to these departments.

Access Services for Students with Disabilities

Saint Mary's University is committed to ensuring that students with documented disabilities have access to equal educational programs and activities at the university. If you have, or believe you may have, a disability that may interfere with your ability to participate in the activities, coursework, or assessments of this course, you may be entitled to accommodations. Please contact Laura Lanning at accessservicesgpp@smumn.edu as early in the semester as possible to arrange a confidential discussion about your need for accommodations.

Topical Outline

Meeting Dates	Topics and Learning Activities	Readings and Assignments
<p>Week 1 Jan. 4-10</p>	<p>Introduction to Online Learning</p> <ul style="list-style-type: none"> ● Group Discussion- What's Your Experience with Social Learning? ● Stewardship Community: Observation Notes- Initiating an Online Learning Community ● Building block- Working towards Assignment 1 <p>Jan. 4 @ 6:30pm (CT) 60-min. Course Overview meeting via Zoom https://smumn.zoom.us/j/89841449536</p>	<p>Kraut & Resnick: Ch. 1 Rudestam & Schoenholtz-Read Ch. 1</p>
<p>Week 2 Jan. 11-17</p>	<p>Engendering a Sense of Presence and Contribution to Online Communities</p> <ul style="list-style-type: none"> ● Group Discussion- Motivation to Participate ● Stewardship Community: Observation Notes- Presence and Motivation ● Building block- Working towards Assignment 2 	<p>Kraut & Resnick: Ch. 2 Rudestam & Schoenholtz-Read Ch. 2 & 8</p>
<p>Week 3 Jan. 18-24</p>	<p>Encouraging Commitment & Engagement in Online Learning: Tips & Tools</p> <ul style="list-style-type: none"> ● Group Discussion- Commitment, Cultural Norms, & Technology ● Stewardship Community: Observation Notes- Commitment & Cultural Norms ● Building block- Working towards Assignment 2 	<p>Kraut & Resnick: Ch. 3 Rudestam & Schoenholtz-Read Ch. 3 & 4</p>
<p>Week 4 Jan. 25-31</p>	<p>Getting an Online Community Off the Ground & Symbol Systems</p> <ul style="list-style-type: none"> ● Group Discussion- Starting and Delivering an Online Community ● Stewardship Community: Observation Notes- Purpose & Membership 	<p>Kraut & Resnick: Ch. 6 Rudestam & Schoenholtz-Read Ch. 10</p>

	<ul style="list-style-type: none"> ● Building block- Working towards Assignment 2 <ul style="list-style-type: none"> ○ Mid-term Feedback Survey 	
<p>Week 5 Feb. 1-7</p>	<p>Regulating Online Behavior & Ethical Considerations</p> <ul style="list-style-type: none"> ● Group Discussion- Concerning Online Behaviors ● Stewardship Community: Observation Notes- Community Behaviors and Power ● Building block- Working towards Assignment 3 	<p>Kraut & Resnick: Ch. 4 Rudestam & Schoenholtz-Read Ch. 9</p> <p>ASSIGNMENT: Social Community for Knowledge Development: A Critique DUE by 2/7 at 11:59pm (CT)</p>
<p>Week 6 Feb. 8-14</p>	<p>Evaluating the Effectiveness of Social-Designed Online Communities</p> <ul style="list-style-type: none"> ● Group Discussion- Developing a Community Resource List ● Stewardship Community: Observation Notes- Evaluation Considerations ● Building block- Working towards Assignment 3 	<p>Kraut & Resnick: None</p> <p>Rudestam & Schoenholtz-Read: None</p> <p>Students will create a list of resources relevant to the week's topic.</p>
<p>Week 7 Feb. 15-21</p>	<p>Recruiting and Welcoming Newcomers to Online Communities</p> <ul style="list-style-type: none"> ● Group Discussion- Recruiting & Preparing Members for Online Communities ● Stewardship Community: Observation Notes- Onboarding Reflections ● Building block- Working towards Assignment 3 	<p>Kraut & Resnick: Ch. 5 Rudestam & Schoenholtz-Read Ch. 15,16</p>
<p>Week 8 Feb. 22-28</p>	<p>Online Learning Community Project- Peer Review</p> <ul style="list-style-type: none"> ● Draft, peer review, & polish final assignment ● Stewardship Community: Observation Notes- Evaluating the Effectiveness 	<p>No Readings</p> <p>ASSIGNMENT :Online Learning Community Project DUE by 2/28 at 11:59pm (CT)</p>

