Applications of Computers in Instructional Settings
EDCI 687
Benjamin 2212
Tuesdays 4:15 – 7:00 PM

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Email: tclegg@umd.edu
Twitter: @TammyUMD
Office Hours: By Appointment

Required Textbooks: There are no required textbooks to be purchased. We will be reading a series of research articles and web articles for this course.

Required Technology: While no technology is officially required, you will be asked to use the following technologies, online communities, and websites throughout the course:
- Twitter (if you are opposed to creating an account on Twitter, you can bring your tweets printed out to class)
- Canvas (we will be using Canvas to distribute course information, turn in assignments, and receive grades)
- Pinterest (We will be using social media sites like Twitter and Pinterest to share ideas about course readings and course projects. On Pinterest, we will create a course account that you can post to and from so there is no need to create your own account.)
- YouTube (We may also explore the use of a YouTube channel for sharing ideas and prototypes as well as providing feedback to other classes that we will be collaborating with)
- Laptops – In general it will be beneficial to bring your laptop to class if you have one. However, this is not required.

Prerequisites: N/A

Method for communication with students outside the classroom:
Email, Twitter (hashtag TBD), Pinterest, Course Canvas site

Course Description
This course covers principles of design of learning technologies. We will cover how technology designs are informed by theories and approaches to learning. The aim will then be to develop a design perspective of new and innovative ways to use and design technology for learning. Readings will include journal and conference papers, book chapters, government documents, and more. All students will be expected to complete small group in-class exercises, class discussions, short homework assignments, and final group project and presentations.
Course Goals
- To gain an understanding of how learning technologies are informed by theories and approaches to learning
- To develop a design perspective of new and innovative ways to use technology for learning
- To develop a design perspective for envisioning and informing the design of new learning technologies
- To engage learners who will use the technologies in the use and design of learning technologies
- To gain experience in presenting projects in oral and written forms

Course Attendance Policy
Regular attendance and participation in this class is the best way to grasp the concepts and principles being discussed. However, in the event that a class must be missed due to an illness, the policy in this class is as follows:
1. For every medically necessary absence from class (lecture, recitation, or lab), a reasonable effort should be made to notify the instructor in advance of the class. When returning to class, students must bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.
2. If a student is absent more than 2 times, the instructor may require documentation signed by a health care professional.
3. If a student is absent on days when assignments are due [or other events as specified in the syllabus] he or she is required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional.

Academic Integrity
The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. Please visit the Code of Academic Integrity or the Student Honor Council, for more information

Assignments and Grading
All assignments must be submitted via Canvas. Each assignment has a page on Canvas that will allow digital uploads. Group assignments should be submitted as a group (note that groups must first form their group on Canvas and submit one assignment). Assignments must be turned in by 2pm on the day they are due. Late assignments will be deducted 5 points after 2pm, and an additional 10 points each day they are late (up to 5 days).
Grading

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<thead>
<tr>
<th>Assignment Category</th>
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<td>Class Participation</td>
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<td>Short Assignments</td>
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<td>Project Part 1</td>
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<td>Project Part 2</td>
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**Class Participation**
Each class is critical to your learning experience. Your energy in contributing to class discussions, small-group exercises, and on-going research will be important. Therefore, coming to class prepared (e.g., reading all course readings, working on project research, etc.) will be necessary to receiving full credit for class participation. Included in this grade will be any reading materials or contributions you are asked to make in preparation for the discussion of the readings (e.g., tweets, bringing in example web page designs, etc.).

**Short Assignments**
Note: There may be some short assignments added to the list throughout the semester. These will be announced in class and/or via email so that everyone is aware of them. You will typically have one week to complete them. Although some assignments are based on your team projects, all short assignments are individual assignments. You may therefore work with your project groups on relevant assignments, but each group member should submit an assignment (except for Short Assignments 2 and 3).

**Short Assignment 1 – Introducing Yourself to Clemson Group**
*Due Feb. 4, 2014*

Create a video introducing yourself to your collaborating Clemson team. In this video, you should describe:
- Your name and program you are enrolled in at UMD
- Your interests in this class or why you chose to take this class
- Your strengths and experiences with respect to designing and/or using learning technologies (if applicable)

**Short Assignment 2 – Share Project Video with Clemson Group**
*Due Feb. 18, 2014*

You will receive credit for this short assignment for posting your Project Part 1 video to our shared YouTube Channel for your collaborating Clemson team.

**Short Assignment 3 – Participatory Design Reflection from Clemson Collaboration**
*Due March 4, 2014*
For this assignment, you will receive a video from your collaborating Clemson group that describes the project they are working on in their learning technologies course. They will tell you about the technology they are designing and their experiences using Participatory Design with children to design their technology. Specifically, they will tell you about lessons they learned about designing learning technologies with children and planning participatory design sessions.

After you have reviewed one another’s videos, you should arrange a virtual meeting with your collaborating Clemson group (preferably by Skype, Google Hangout, or some other video conferencing system, but phone will work if those options are not possible). During this meeting, you should:

1. Provide feedback to your collaborating group at Clemson on the technologies they are designing based on what we have read/discussed in class and what you already know about designing learning technologies and supporting learners. Make sure you provide in your critique:
   a. What aspects of their design do you think will be effective for promoting learning based on what we’ve read (e.g., learning theories and approaches) and based on your own experiences?
   b. What suggestions do you have for improving their design based on what we’ve read and your own experiences and perspective?
   c. In what types of ways could you envision their technology being used for learning? Are there any design suggestions based on how the technology might be used?

2. Receive feedback from your collaborating group on your learning technologies project and advice for planning your participatory design sessions. You will be responsible for presenting a report on what you have learned, so you want to be sure to ask as many questions as possible to provide a detailed report. It will probably be helpful to start the conversation by reviewing your design context that you presented in the video with your collaborating group. Some questions you might then ask include:
   a. Tell us about your design session and some of the major lessons you learned about designing learning technologies with kids.
   b. Based on your experiences with participatory design, are there things we should do or say when working with children that might help them articulate their ideas?
   c. Do you have any suggestions for technologies or technology designs that might be useful for addressing our learning context and challenges?
   d. Do you have any suggestions for types of participatory design techniques we could use for soliciting design ideas from children that will be helpful for us based on the type of technology we are interested in designing?
   e. Are there any other things we should know when working with the children? Are there things that you observed or experienced that may not have come out in the papers we read about Participatory Design?
For this assignment, you should create a 10 – 15 minute presentation (with slides or you may create a video) where you present:

- A summary of your collaborating group’s project
- A summary of your collaborating group’s experience with participatory design (i.e., the design technique they used, what they found, etc.)
- Lessons you learned from the Clemson students’ experience
- Suggestions they had for you for your technology design
- Suggestions they had for you based on their participatory design experience

Short Assignment 4 - Participatory Design Session Plan
Due March 25, 2014

For this assignment, you should create a plan for the participatory design session that we will do with the Kidsteam participatory design group for your project. Based on your project and the state of your design idea (e.g., are you starting from scratch or building on a pre-existing design, do you already have an existing prototype, etc.), you should come up with a plan for the session. This can be a brief document as sessions do not need to be highly scripted. You should submit a one page document describing:

- The question of the day you would like to ask for your project
- The design technique you will use (e.g., bags-of-stuff, layered elaboration) and why. Please also state:
  - What materials you will need for this technique
  - How you plan to carry it out (i.e., instructions you’ll provide to the group).
- How you will structure or keep track of the big ideas

Project: Designing a Learning Technology and Experience
Our course project will be divided into three continuous parts. For the project you will design a learning technology based on the principles of designing learning technologies that we discuss in class. Specifically, you will take a participatory design approach, engaging children/learners in the design process.

The first part of the project will be focused on understanding the learning context and articulating the learning goals for the technology design. You will think about who your users/learners are, who other key stakeholders might be, and key issues any technology would need to address in order to effectively promote the type of learning goals you articulate. The second part of the project involves designing with children. We will visit an intergenerational design team called Kidsteam at least twice during the semester. The first time, you will have an opportunity to observe and engage with the design team as they work on another technology (see Short Assignment 3). Next, you will take your design concept to the participatory design team and design with the children to further develop your ideas. Project part 2 focuses on this part of the design process, specifically discussing the results from your design session. Finally, project part 3 will focus on
taking the ideas that were developed in part II and creating a technology prototype (with digital or paper-based screen shots or mock ups) and critiquing your design.

**Project Part 1 – Technology Design Idea and Learning Context**

*Due: February 18, 2014*

The key goal of this first part of the project is to deeply understand the **problem space** that you are addressing, its set of pertinent users, the learning goals, and the issues and constraints that are involved in promoting those learning goals. A major mistake that students make on Part 1 is to suggest potential solutions without first understanding the characteristics of the context. As you begin work on the project, suppress the urge to problem-solve and concentrate your efforts fully on developing an in-depth understanding of the problem at hand. Only at the end of the project will you begin to think of possible technology solutions to promote learning in your context. Because of the nature of your project, technology may not be currently used to address the problem or issue you are investigating. In such cases, be sure to describe the ways the current issue or problems are being addressed. For this assignment, you will submit a **written report** and a **video presentation**. I recommend the following structure for your report.

**Problem Statement [20 pts]:** Identify the problem and its characteristics
- Provide an overview of the problem or opportunity – what do you want people to learn? Describe your learning goals for the technology. [5 pts.]
- What are the current approaches to this type of learning? [5 pts.]
- A discussion of what is challenging about the learning goals? What already works well? [5 pts.]
- A statement of why an interface or system is necessary or advantageous to solve your problem or address learning in the context you have chosen. [5 pts.]

**Learners, Educators, and Users [15 pts.]:** Provide a discussion of the key stakeholders of your learning technology – people who will use the technology (e.g., learners, educators) and people who will be indirectly affected by the system (e.g., parents, schools).
- Provide a description of the important characteristics of the users or learners. You should discuss who the learners are. In this discussion, you should describe age ranges of learners, backgrounds (e.g., education level). [5 pts.]
- Discuss any known or observed pre-dispositions of learners to technology and the learning concepts and goals you are trying to promote. [5 pts.]
- Provide a description of the educators, facilitators, parents, and/or mentors that might use or be affected by your technology. What are their roles in the learning environment or in promoting learning? [5 pts.]
**Functionality [10 pts.]:** You should discuss the functionality of the learning technology that you will design.
- What functionality should the learning technology provide? [5 pts.]
- How might this functionality promote learning according to the learning theories and approaches you are building from? [5 pts.]

**Constraints [15 pts.]:** You should discuss the constraints you face in designing a learning technology for the context(s) you’ve chosen. Specifically, address:
- Characteristics of the learners, facilitators, educators, etc. that might impose constraints on the system [5 pts.]
- Characteristics of the learning environment(s) that might impose constraints on the system [5 pts.]
- Resulting constraints will be placed on your eventual design [5 pts.]

**Criteria [15 pts.]:** You should discuss the criteria that you will use to assess effectiveness or success of your design.
- What criteria should be used to judge success of your eventual design?

**Initial Designs [10 pts]:** Here, you will provide a brief conceptualization of the technology you are envisioning for your design. Before you get to this section, you should not think about the technology you are designing, but instead the context you are designing for and the learning goals you have. Until you get here, try to clear your mind of possible technology solutions.
- Based on your analysis (above), what type of technology or technologies do you envision designing to meet your learning goals? For now, this should be a brief idea or type of technology that you will build upon in the next parts of the project. [2.5 pts]
- Describe the technologies you are considering [2.5 pts.]
- Discuss why those technologies might be effective [2.5 pts.]
- Discuss any challenges using that technology might pose [2.5 pts.]

**Video Presentation [15 pts]:** Additionally, you should create a 5-10 minute video describing your project. You should be sure to highlight:
- Your learning goals [5 pts]
- A description of the learners and other key stakeholders (e.g., educators, facilitators, mentors) [3 pts]
- Functionality requirements of the system [5 pts]
- Initial ideas for the type of technology you will design. [2 pts]

You will present these videos in class and send them to your collaborating group in Clemson University’s Human-Centered Computing program (see Short Assignment 2).
Your written report should include discussion of the above-mentioned items (except the video section 😊), and it is recommended that you structure your report with these sections.

**Project Part 2 – Participatory Design Implementation and Analysis**  
*Due: April 15, 2014*

For this part of the project, you will take your existing design concept (from project part I) to an intergenerational participatory design team called Kidsteam to further develop your designs. You may take an existing prototype if you already have one, however it should not be a finalized or extensive prototype at this point. The assignment then includes analyzing the results from your participatory design session and applying them to your design. You are asked to submit a written report only for this part of the project, though we will discuss your project results in class. Your written report should include the following (again, I recommend structuring your write up in this way):

**Problem Statement [5 pts]**: An overview of the problem, learning goals, and type of technology you are designing. You should also include here, any changes you have made to the overall context of your project since project part I if applicable. Include in that description your rationale for any changes.

**Criteria Summary [5 pts]**: Briefly state key criteria for success of your learning technology from part I.

**Participatory Design Technique [10 pts]**: Provide a description of your participatory design approach. Be sure to provide an overview of the design technique you used and why you used that technique. This should come from Short Assignment 4, and you should describe any changes that you made to the plan prior to the session.

**Participatory Design Results [50 pts]**: you should describe the results from your participatory design session. Specifically:
- Describe the designs that resulted from your session. Be sure to show photos or drawings of artifacts that were created during the session. Also provide a written description of the designs. [30 pts]
- Describe the big ideas that you took away from the session. Big ideas are themes you observed across designs and feedback that should be labeled and described in your report. [20 pts]
Application [15 pts]: Discuss how you will use the results from the session as you proceed in your design. Be sure to discuss:
- How the feedback informed your learning technology design. [5 pts]
- Ways in which the feedback confirmed your initial design ideas [5 pts]
- Ways in which the feedback changed your design ideas [5 pts]

Reflection [15 pts]: Discuss what you learned from the design process during this part of the project. Be sure to address the following questions:
- What worked well and what would you do differently next time? [5 pts]
- What did you learn about designing technology for learning? [5 pts]
- What did you learn about designing technology with children? [5 pts]

Project Part 3 – Learning Technology Prototype
Due May 13, 2014

Once you have done your participatory design session and analysis, you should begin to crystallize your learning technology design. Part 3 of the project focuses on developing the idea more fully and presenting this idea in a written report and in a class presentation (note you can opt to create a video for your presentation, or as a part of your presentation). Your report write-up for this part needs to include a description of your system prototype. You should include screen shots or photographs of your system design to help explain it and text to describe how a user would interact with it. Your screenshots can be digital or pen and paper-based, but they must be clean, neat, clear, and professional. I recommend the following structure for your written report.

Project Description [4 pts]: Write an updated one-paragraph description of your project. Simply re-introduce the problem, learning goals, and type of technology you are designing. You should also include here, any changes you have made to the overall context of your project since project part II if applicable. Include in that description your rationale for any changes.

Criteria Summary [1 pt]: Briefly state key criteria for success of your learning technology from part I.

Design Space [20 pts]: Describe the design space of your learning technology. Specifically discuss:
- How your design is informed by readings we have discussed in class (e.g., from our discussions of mobile and ubiquitous computing, participatory culture, virtual worlds, etc.). You should discuss at least two readings that inform your design and ways in which those readings inform your design. [15 pts]
- What are some tradeoffs (e.g., structure versus flexibility; mobile versus desktop) that you explored in your design? [10 pts]

Design Summary [15 pts]: Briefly describe the design alternatives that you considered exploring, including alternatives that you did not ultimately pursue. Do not
cover every idea that you discarded, but rather group them and discuss as a whole. Make sure to justify your choices (Why did you not pursue certain avenues? Why did you decide to pursue the designs that you actually produced?). Justifications need not be lengthy; a few sentences for each should suffice.

**Your Learning Technology Design [50 pts]:** Present the design that you created, making sure to provide the following for your design:
- [5 pts] An overview of the prototype that you developed.
- [20 pts] Each piece of the prototype in more detail, using screen shots or photographs to help illustrate the design.
- [10 pts] At least one scenario from a user's perspective.
- [15 pts] Rationale: why did you choose this prototype? What are its advantages and disadvantages with respect to your requirements and to your ability to evaluate it?

**Class Presentation [10 pts]:** You should create a 15-20 minute presentation in which you summarize the key aspects of your project (i.e., learning goals and context, description of your design, discussion of key insights from the design process and the readings).

**Readings**
Readings are to be done by class time the week they are listed on the schedule. In most cases, you will be asked to tweet about each of the readings by class time the day we are discussing that reading. This will be a part of your class participation grade. The reading list is as follows. See the course schedule for the dates when readings will be discussed.

**I. Learning with Technologies**

*Week 1: Learning Theories & Approaches to Learning with Technology*


For Further Reading:


II. Design of technologies for learning

Week 2: Participatory Design


Week 3: Participatory Design Techniques


Week 4: Mobile and Ubiquitous Technology
Mobile Technology:


Ubilearning: Integrating Indoor and Outdoor Experiences:

**Week 5: Scaffolding**


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**Week 6: Learning Experiences with Technology**


III. What kids want to (and actually) do with technologies

Week 7: Participatory Culture, Games for Learning, and Virtual Worlds

Participatory Culture:  
http://www.idunn.no/ts/dk/2007/02/confronting_the_challenges_of_participatory_culture_-_media_education_for_the?languageId=2


Week 8: Participatory Culture, Games for Learning, and Virtual Worlds


Week 9: Social and Mobile Media

Mobile Phones:  

Instant Messaging:

**Social Media:**

**Week 9: Social Media and Learning**


**Course Schedule**

<table>
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<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Activities</th>
<th>Due</th>
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</table>
| 1    | January 28, 2014 | Course Overview Activities  
- Class introductions  
- Course syllabus and expectations  
- Course hashtag  
- Project intro  
  - Intro videos for HCC students  
  - Intro to learning theories and approaches  
Activity:  
- Go through building and find all the technology they can | N/A - |
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<th></th>
<th>Date</th>
<th>Reading: Week 1 - Learning Theories &amp; Approaches</th>
<th>Activity: Short Assignment: Finding yourself – perspectives of learning presentations and discussions</th>
<th>Discussion: Readings, Participatory Design Intro</th>
<th>Tweet one insight, quote, aha moment, or question from each reading with the course hashtag</th>
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<tr>
<td>2</td>
<td>Feb. 4, 2014</td>
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<td>Try to tag your tweets according to the readings as well (e.g., #hung)</td>
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<td><strong>Short Assignment 1 – Share Intro Video with Clemson Students</strong></td>
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<td>3</td>
<td>Feb. 11, 2014</td>
<td>Reading: Week 2 – Participatory Design</td>
<td>Activity: Participatory Design Activity (Potentially: Kidsteam Session)</td>
<td>- Develop questions for Clemson students</td>
<td>Try to tag your tweets according to the readings as well (e.g., #hung)</td>
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<td>Discussion: Readings</td>
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<td>Wear kid-friendly clothes (e.g., jeans, not dressy, etc.)</td>
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<td><strong>Week 3 – Participatory Design</strong></td>
<td>Continued Discussion of Readings</td>
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<td><strong>Project Part 1 – Technology Design Idea and Learning Context</strong></td>
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<td>Activity: Participatory Design Techniques</td>
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<td><strong>Share videos with Clemson Group</strong></td>
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<td>Share Short Project 1 Videos with Class</td>
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<td>Feb. 18, 2014</td>
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<td>5</td>
<td>Feb. 25, 2014</td>
<td>Reading: Week 4 – Mobile and Ubiquitous Technology</td>
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<td>Date</td>
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<td>6</td>
<td>March 4, 2014</td>
<td><strong>Discussion:</strong></td>
<td><strong>Activity:</strong> Scaffolding Readings</td>
<td><strong>Participatory Design Reflections from Clemson Collaboration</strong></td>
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<td>Participatory Design Reflection videos/presentations – present findings from Clemson students</td>
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<td>7</td>
<td>March 11, 2014</td>
<td><strong>Reading: Week 5 – Scaffolding</strong></td>
<td><strong>Activity:</strong> Participatory Design Reflection videos/presentations – present findings from Clemson students</td>
<td><strong>Short Assignment:</strong> Participatory Design Session Plan</td>
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<td><strong>Discussion: Scaffolding Readings</strong></td>
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<td><strong>Activity:</strong> Participatory Design Reflection videos/presentations – present findings from Clemson students</td>
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<td>March 18, 2014</td>
<td><strong>SPRING BREAK</strong></td>
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<td>9</td>
<td>March 25, 2014</td>
<td><strong>Reading: Week 6 – Learning Experiences with Technology</strong></td>
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<td><strong>Discussion</strong></td>
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<td><strong>Activity</strong> Kidsteam session design</td>
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<td>10</td>
<td>April 1, 2014</td>
<td><strong>Reading: Week 7 – Participatory Culture, Games for Learning, Virtual Worlds</strong></td>
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<td><strong>Activity</strong> Kidsteam Design Session for Short Project 2</td>
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<td>April 1, 2014</td>
<td><strong>Reading: Week 8 – Participatory Culture, Games for Learning, Virtual Worlds</strong></td>
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<td>April 8, 2014</td>
<td>Discussion</td>
<td>Project Work</td>
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<td>11</td>
<td>April 15, 2014</td>
<td>Reading: Week 9 – Social and Mobile Media</td>
<td>Project Part 2 – Participatory Design Implementation and Analysis</td>
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<td>April 22, 2014</td>
<td>Reading: Week 10 – Social and Mobile Media</td>
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<td>April 29, 2014</td>
<td>Project Work</td>
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<td>May 6, 2014</td>
<td>Project Work</td>
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