

# EDT 501-001

## Digital Literacies & 21st Century Skills

### Course Description

How do multimedia, texting, chat, status updates, and hypertext change the way we read and interpret texts? Students study various theories of literacy and how it changes with the introduction of digital technologies. Readings will include selections on new media, new literacy, multiliteracies, multimedia cognition, and visual semantics.

### Goals and Objectives

Two overarching goals drive this course. First, students should understand the literacy skills required to critically interpret digital texts. Second, they should learn how to communicate effectively using the tools and techniques of digital media. More specifically:

- Students will develop a conception of "digital literacy" as a multifaceted, social process of decoding audio and visual symbols and signals.
- Students will gain a familiarity with a range of research perspectives which engage with digital literacy.
- Students will refine their understanding of the affordances of a range of media, and these features' implications for literacy.
- Students will confront and assess their own preconceived ideas about literacy and technology skills and how learners acquire them.
- Students will be able to create a variety of digital texts to communicate in different genres and for multiple purposes.
- Students will be able to articulate the cultural and political implications of communication, with attention to concerns of power and equity online and in classrooms.

### Required

All readings available on Moodle or as an eBook from the Swirbul Library.

### Class Sessions

<b>Instructor</b> Aaron Chia Yuan Hung	<b>Email</b> <a href="mailto:hung@adelphi.edu">hung@adelphi.edu</a>	<b>Office Hours</b> Alumnae Hall 234 Mon 2-4 PM Tues 4-5 PM (ONLINE) Wed 1-2 PM (ONLINE)	<b>slack</b> #diglit
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Week	Topic	Reading(s)	Due
Week 1	<b>Introduction</b>	Syllabus, Moodle, Progress Report	Orientation to the course
Week 2	<b>What is “Literacy”?</b>	Cope, B., & Kalantzis, M. (2015). The things you do to know: An introduction to the pedagogy of multiliteracies.  Gomez, K., Barron, B. & Pinkard, N. (2014). Introduction: The digital media landscape.  GIMP Essential Training: 1. Getting Started	
Week 3	<b>Visual Literacy I</b>	Apkon, S. (2013) “All the world’s a screen.”  Cordell, D. M. (2015). Using images to teach critical thinking skills. (Part I) GIMP Essential Training: 6. Adjusting Images and 11. Outputting Images	Image Challenge 1
Week 4	<b>Visual Literacy II</b>	Clark, R. C., & Mayer, R. E. (2016). e-Learning and the science of instruction. <b>Excerpts.</b>  Tufte, E. (2003). The cognitive style of PowerPoint.	

Week	Topic	Reading(s)	Due
Week 5	<b>Media Literacy I</b>	Buckingham, D. (2015). Do we really need media education 2.0?  Gee, J. P. (2009). Digital media and learning as an emerging field.	Image Challenge 2
Week 6	<b>Media Literacy II</b>	Marwick, A. & Lewis, R. (2017) <i>Media manipulation and disinformation online</i> . Data & Society Research Institute.  GIMP Essential Training: <b>2. Working with Layers</b>	
Week 7	<b>Mini-Break</b>	GIMP Essential Training: <b>3. Creating Selections and Masks</b>	Everyone should have released at least one podcast episode by now.
Week 8	<b>Remix</b>	Knobel, M., & Lankshear, C. (2008). Remix: The art and craft of endless hybridization.  Ferguson, K. (2015) Everything is a remix. (Video)	Image Challenge 3
Week 9	<b>Social Media I</b>	boyd, d. (2014) It's complicated. <b>Chapter 1</b> .  boyd, d. (2014) It's complicated. <b>Additional chapter</b> .	
Week 10	<b>Social Media II</b>	Joosten, K. (2013) <i>Social media for educators</i> . San Francisco, CA: Jossey-Bass. <b>Chapters 3 and 4</b> .  Joosten, K. (2013) <i>Social media for educators</i> . San Francisco, CA: Jossey-Bass. <b>Chapter 1 (Optional)</b>	Image Challenge 4  Everyone should have posted at least one blog post by now.
Week 11	<b>Design Thinking I</b>	Burdick, A., & Willis, H. (2011). Digital learning, digital scholarship and design thinking.  Design thinking for educators toolkit.	Everyone should have released at least one podcast episode by now.

Week	Topic	Reading(s)	Due
Week 12	<b>Design Thinking II</b>	Present your Video Project drafts to your peers and give feedback	Video Project drafts
Week 13	<b>Thanksgiving</b>	Leinonen, T., & Durall-Gazulla, E. (2014). Design thinking and collaborative learning.  Schön, D. A. (1992). Teaching and learning as a design transaction.	
Week 14	<b>Workshop</b>		Drafts of your video projects or infographics
Week 15	<b>Project Time</b>		Use this time to work on your project
Week 16	<b>Project Time</b>		Use this time to work on your project

want to make. If you are new to blogging, you can find some examples of blogs on Moodle. Each post should be roughly 500-700 words. These posts are in addition to your weekly participation.

## Podcast

Together with one or two other students, you will put together two short podcast episodes that discuss the readings or topic for that week. You should aim for each episode being roughly 7-14 minutes. These podcasts should be presented as a conversation you have with another classmate about the readings. To polish the podcast recording, you should use a sound editing application such as Audacity after you have recorded. Some sample podcast episodes from prior students are available as examples of the kind of conversation you should aim for. Power Ups will be given for adding intro and outro music.

## Recap

A "recap" is intended to give you and your classmates a chance to look back on what everyone has said/shared for a given topic or discussion question. To do this, pick a single VoiceThread slide or topic at the end of the week (after everyone has participated) and go through everyone's comment for that slide. Then, post a final response that synthesizes what everyone has said and relate it to the overarching topic of the week or course in general. Your response does not have to mention what everyone has said, but should touch on a few specific points that your classmates have mentioned. Your response can be in text, audio or video form and posted directly on VoiceThread at the end of the week. It should be well-composed and thoughtful. You will have to do two recaps for this course and you will have a chance to sign up for it. Each slide can only have one recap. You can do a recap of the entire week for Power Ups. I will do 1-2 recaps by week three to show you what I am looking for.

## Reflection

Write three short reflections at three points during the semester to reflect what you have learned. The first reflection should be 1-2, double-spaced pages and is due at the end of the second week of class. The second reflection should be 2-3, double-spaced pages and is at the midpoint of the semester (see class schedule); and the last reflection should be 3-4, double-spaced pages, due at the end of the semester. Although this is an informal paper, it should still have an academic voice and be free of grammatical errors and typos.

## Power Ups

Power Ups give you a chance to earn extra credit points. Specific ways that you can earn (and lose!) points are described in the Progress Report.

## University Statement on Academic Integrity

You are expected to behave with the highest level of academic integrity. Cheating and other forms of dishonesty will not be tolerated and will result in the proper disciplinary action from the university. Classroom behavior that interferes with the instructor's ability to conduct the class or ability of students to benefit from the instruction will not be tolerated. All beepers and cellular phones should be turned off while class is in session. You are expected to come to class prepared – this means having read and studied the assigned chapters before class. By having prepared in this manner, you will be able to maximize your time spent in class.

Adelphi University demands the highest standards of academic integrity. Proper conduct during examinations, the proper attribution of sources in preparation of written work, and complete honesty in all academic endeavors is required. Submission of false data, falsification of grades or records, misconduct during examinations, and plagiarism are among the violations of academic integrity. Students who do not meet these standards are subject to dismissal from the University.

## **Pick one:**

### **Video Project**

The video project is an open-ended project that lets you showcase your image, audio, and video editing skills. Your grade will be based on the content as well as the techniques you showcase, such as mixing in different kinds of media and audio clips. Some examples of possible video project: a mini-lecture you might use for a flipped classroom, a visual adaptation of a folktale or short story for young readers, a mini-lesson created for English language learners. The video project should be more than just a narrated slideshow and should demonstrate a mix of different digital media.

### **Infographic**

Create an infographic that synthesizes two or more week's worth of topics. While infographic-making sites such as Easel.ly, Piktochart, and Venngage exist, bonus points will be given if you design one from scratch. You can use tools such as VUE for that.

## **University Statement on Academic Assistance for Students with Disabilities**

If you have a disability that may significantly impact your ability to carry out assigned coursework, please contact the Student Access Office (SAO) at 516-877-3806 or send an email to [sao@adelphi.edu](mailto:sao@adelphi.edu). The staff will review your concerns and determine, with you, appropriate and necessary accommodations. Please allow for a reasonable time frame for requesting ASL Interpreters or Transcription Services.

## **Student Course Evaluations**

During the last two weeks of the class, you will receive notification, via email and eCampus, that the course evaluation is available for your input electronically. Availability will end at the start of the final examination period. Your feedback is valuable and I encourage you to respond. Please be assured that your responses are anonymous and the results will not be available to the instructor until after the end of the semester and therefore after course grades have been submitted.

## **Use of Student Work**

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. Additionally, all Adelphi University faculties have their work peer-reviewed regularly including reviews of their teaching performance. For these purposes, samples of students' work are made available to those professionals conducting the review. Student anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

\*\*New York State requires 15 hours of instructional time for each credit hour. In this 3 credit course, the required 45 hours consists of 30 instructional hours (27.5 clock hours) of in-class instruction and 15 instructional hours (15.0 clock hours) of extended instruction. Extended instruction refers to “outside of the classroom” learning, the delivery and content of which will be determined by the instructor.

\*\*In this course, extended instruction will consist of the following. In this course, extended instruction will be offered through Moodle discussion board. Students will be asked to view a short video clip and then engage in discussion via a Moodle discussion board. Several questions will be posed to the students in order to engage in thoughtful debate. The instructor will monitor the responses and actively participate in the class discussion. Total Moodle Time: 10 hours.