

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.

Instructor Aaron Chia Yuan Hung	Email hung@adelphi.edu	Office Hours Alumnae Hall 234 Mon 2-4 PM Tues 4-5 PM (ONLINE)	Wed 1-2 PM (ONLINE) slack #diglit
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Class Sessions

Week	Topic	Reading(s)	Due
Week 1	What are 21st century skills?	Dede (2010) Comparing frameworks for 21st century skills Voogt et al (2013) Challenges to learning and schooling in the digital networked world of the 21st century Ito et al (2012) Connected learning (up to Part I) GIMP Essential Training: Getting Started	Orientation to the course
Week 2	What is “Literacy”?	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	Visual Literacy I	Apkon (2013) All the world’s a screen Cordell (2015) Using images to teach critical thinking skills Duncum (2015) A journey toward an art education for wired youth GIMP Essential Training: Output Images	Image Challenge 1
Week 4	Visual Literacy II	Clark and Mayer (2016) Multimedia Principle Clark and Mayer (2016) Redundancy Principle Tufte (2003) The cognitive style of PowerPoint	

Week	Topic	Reading(s)	Due
Week 5	Media Literacy I	Gee (2009) Digital media and learning as an emerging field Manjoo (2011) Why facts no longer matters Manjoo (2011) Trusting your senses	Image Challenge 2
Week 6	Media Literacy II	Buckingham (2015) Do we really need media education 2.0? Marwick and Lewis (2017) Media manipulation and disinformation online GIMP Essential Training: Work with Layers	
Week 7	Fall Break	GIMP Essential Training: 3. Creating Selections and Masks	Everyone should have released at least one podcast episode by now.
Week 8	Remix	James (2016) Mapping critical media literacy onto iterative remix practice Knobel and Lankshear (2008) Remix: The art and craft of endless hybridization Ferguson (2015) Everything is a remix (video) GIMP Essential Training: Work with Selections	Image Challenge 3
Week 9	Social Media I	boyd (2014) Identity: Why do teens seem strange online? Ronson (2015) God that was awesome France 24 (2019) China ranks 'good' and 'bad' citizens with 'social credit' system (video)	
Week 10	Social Media II	Greenhow and Lewin (2016) Social media and education: Reconceptualizing the boundaries of formal and informal learning Tang and Hew (2017) Using Twitter for education: Beneficial or simply a waste of time?	Image Challenge 4 Everyone should have posted at least one blog post by now.
Week 11	Design Thinking I	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	Design Thinking II	Brown (2009) Designers, think big! Schon (1992) Teaching and learning as a design transaction	Video Project drafts
Week 13	Planning		
Week 14	Working Week II		Drafts of your video projects or infographics
Week 15	Connected Learning	Ito et al (2012) Connected learning (Part II) NYS K-12 Computer science and digital fluency standards (draft)	
Week 16	Final Projects		

Assignments

Participation

This is a graduate course where you are expected to complete weekly readings and fully participate in discussions in class and on Moodle. In order for the discussion to flow smoothly online, you should respond to the forum discussion by the dates noted on the syllabus, and spend the remainder of the week responding to what your peers have posted. Your responses to your peers should be thoughtful, critical and substantive. Your participation grade will be based on the timeliness and quality of your posts, your responses to your peers, and any other activities that might be associated with the week.

Your participation grade is given out on a weekly basis. **You can track your participation grade through your Progress Report.** Late or missed points cannot be made up, although you can earn points through Power Ups. Any participation posted two days after the deadline cannot be made up.

Image Manipulation

Throughout the course, you will learn how to edit digital images, starting with basic skills such as cropping, rotating, changing size, adjusting resolution, and so on. You will need all these skills for other assignments, too. If you don't have access to an image editing tool, you can use GIMP, a free, cross-platform application. You can find tutorials for GIMP on Lynda and YouTube. Links to relevant courses will be provided and you are encouraged to go through them as the mini-assignments come up. Your grade will be based on mini-challenges throughout the semester as well as a culminating challenge assigned once you have acquired all the necessary skills. The mini-challenges will be revealed throughout the semester. Although each mini-challenge has its own deadline, if you accurately complete one, you can move onto the next. If you are unable to complete a challenge, you can ask for me or your peers for help and complete an alternate one. Images should be submitted as .jpg files.

Blog

In addition to class participation, you will post at least two blog entries in our class blog. The post should be based on your reflection of the reading, as well as any other connections you 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 15-20 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.

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

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.

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. 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.**