Appalachian State University
Course Syllabus
CI 2300: Teaching and Learning in the Digital Age
Summer 2014

Instructor: Dr. Laurie A. Ramirez
Office: 412F College of Education
Office Phone: 828-262-8008
Email: ramirezla@appstate.edu or lauriea.ramirez@gmail.com

Office Hours: 9:00 – 10:00 every day or by appointment

Note: Office hours can be accessed electronically via Google or other online options. Otherwise, office hours are held in my office. The best way to reach me is by email. I will respond as quickly as possible, usually within 12-18 hours.

Course Description

This course examines how emerging technologies are transforming our society and schools, as well as the implications these changes have for teaching and learning. Strategies for building students' critical habits of mind with respect to new technologies and media will be developed in the context of a broad definition of literacy that includes traditional and emerging literacies. As pre-service teachers learn to integrate technology into their teaching and to produce media themselves, the ethical, legal, and pedagogical issues related to technology creation and use will be emphasized. Throughout the course, pre-service teachers will explore the institutional context for the use of technology in schools and will develop skills at identifying and addressing the constraints and contradictions implicit in using technology creatively in public school classrooms. *This course is one of a sequence of 5 courses in the Reich College of Education core curricul*um; *a minimum grade of C is required of teacher education majors.*

Objectives

Students will be able to:
- Articulate global and local implications for school and society of emerging digital technologies;
- Express the changing nature of learners and learning in the digital age;
- Critically analyze and evaluate media messages and traditional and emerging media formats;
- Develop lessons that promote critical literacies in the classroom;
- Design engaging, authentic tasks for the classroom that integrate media and technology in the context of a constructivist pedagogy;

- Produce effective materials for use in the classroom using a variety of technologies;
- Adhere to legal and ethical standards regarding the use of technology in schools;
- Demonstrate an understanding of the various institutional contexts of technology in public schools today.

Course Topics
- Emerging technologies (global and local implications)
- Digital natives vs. digital immigrants
- Millennials as learners and instructional strategies for 21st Century learners
- Traditional and emerging literacies
- Media production
- Ethical issues in media and technology
- Legal issues in media and technology
- Creative integration of media and technology in constructivist classroom
- Critical perspective of various institutional contexts of technology in public schools today

Selected Readings
Carr, Nicholas (2008). *Is Google Making Us Stupid?*

Cascio, Jamais (2009). *Get Smarter.*

Considine, David, Horton, Julie, and Moorman, Gary. (2009). *Teaching and Reaching the Millennial Generation Through Media Literacy*

Hobbs, Renee (2006). *Non-Optimal Uses of Video in the Classroom.*

Jonassen, D.H., Howland, J., Moore, J., & Marra, R.M. (2003) *Learning to solve problems with technology: A constructivist perspective*, 2nd. Ed.

Lambert, Craig (2009). *Professor Video.*

Mason and Hlynka. (1998). *PowerPoint in the Classroom: Where Is the Power?*

Michie, Gregory (1999). *Holler If You Hear Me: The Education of a Teacher and His Students.*

November, Alan (2001). *Empowering Students with Technology.*

Rich, Motoko (2008). *Literacy Debate: Online, R U Really Reading?*

Other readings to be supplied by individual instructors.

Projects/ Assessments

Reading and Viewing Responses (30%)

Project I: Media Analysis and Evaluation (30%)

State and national standards in numerous areas of the curriculum now require students to be able to comprehend texts that are read, viewed and heard, recognizing the author's purpose or intent and making inferences from the text. This assignment will introduce students to techniques for critically analyzing and evaluating messages carried and conveyed in different media formats. This may include but not be restricted to print, audio and video news sources, popular music, fictional and non-fiction films, advertising, photo journalism or illustrated children's books. This analysis and evaluation should include elements that are consistent with principles of media literacy such as media language, codes and convention; media values & ideology; media depictions and representations; as well as media audiences and the possible effects or outcomes of these media messages. In addition to helping students expand their own critical faculties with respect to media messages, this project will allow pre-service teachers to develop media analysis activities for use in their own classrooms. Finally, this project will help students develop a strong rationale for including media literacy in their curriculum in order to meet the objectives of the North Carolina standard course of study and to meet the individual learning styles of their students.

North Carolina Professional Teaching Standards addressed through project I:

1d. Teachers advocate for schools and students
- Advocate for positive change in policies and practices affecting student learning

3d. *Teachers make instruction relevant to students*
- Demonstrate the relationship between the core content and 21st Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness

4d. Teachers integrate and utilize technology in their instruction
- Know appropriate use
- Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

4e. Teachers help students develop critical thinking and problem-solving skills
- Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions

Project II: Designing and Constructing Media for Instruction (30%)

In order to successfully adapt their instruction to the unique learning styles of each of their students and engage them in interactive learning and problem-solving, 21st century teachers will need to create learning experiences with their students that use a variety of different media formats. Students will select one or more of the objectives from the Standard Course of Study for their grade level/subject area and then design some form of media presentation to help their students achieve those objectives. Students will write a

justification for their selection of media format based on the lesson's objectives and the characteristics of the learners; in addition, students will identify at least one other related curricular area to which this lesson connects. Students will select from a wide variety of media formats including videos, web pages, PowerPoints, Prezis, audio programs, and graphic displays. They will also create a lesson that utilizes the piece of media as part of an instructional plan, integrating it fully into an interactive learning experience. Media materials will be shared with the class as a whole.

North Carolina Professional Teaching Standards addressed through project II:

1e. Teachers demonstrate high ethical standards
- Demonstrate ethical principles
- Uphold the Code of Ethics and Standards for the Professional Conduct

3a. Teachers align their instruction with the *North Carolina Standard Course of Study*.
- Investigate the content standards developed by professional organizations in their specialty area.
- Develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills.

3c. *Teachers recognize the interconnectedness of content areas/disciplines*
- Know links between grade/subject and the *North Carolina Standard Course of Study*
- Relate content to other disciplines to promote global awareness and its relevance

4c. *Teachers use a variety of instructional methods*
- Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

4d. Teachers integrate and utilize technology in their instruction
- Know appropriate use
- Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

4e. Teachers help students develop critical thinking and problem-solving skills
- Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions

5c. *Teachers function effectively in a complex, dynamic environment*
- Actively investigate and consider new ideas that improve teaching and learning

Community of Practice (10%)

As a part of the Core curriculum in the Reich College of Education, this course is anchored by the conceptual framework that undergirds all our programs. The five principles that together constitute the RCOE Conceptual Framework include:

- Learning occurs through participation in a Community of Practice;
- Knowledge is socially constructed and learning is a dynamic activity within a Community of Practice;
- Learners proceed through stages of development from Novice to Expert under the guidance of more experienced and knowledgeable mentors in the Community of Practice;
- An identifiable Knowledge Base that is both general in nature and also specific to specialties emerges from the Community of Practice;
- All educators and human service professionals develop a set of Dispositions reflecting attitudes, beliefs, and values common to the Community of Practice.

As we explore issues of media and technology in schools and society through shared hands-on experiences, readings, viewings, demonstrations and class discussions, we will endeavor to create our own vibrant community of practice. In keeping with this effort, students are required to *attend all class meetings*, and their *active participation in discussions* is expected. Students should always be *prepared* for class; assigned tasks such as readings, study guides, reflections, and out of class activities must be completed.

The community of practice grade will be assigned based on a student's written and verbal responses to readings and viewings, his or her engagement with the collective work of the class, the quality of reflection papers on their own and others' projects, and attendance and participation in class.

Academic Integrity

As a community of learners at Appalachian State University, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an Appalachian degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. This course will follow the provisions of the Academic Integrity Code, which can be found on the Office of Student Conduct Web Site: www.studentconduct.appstate.edu.

Accommodations for Students with Disabilities

Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Those seeking accommodations based on a substantially limiting disability must contact and register with The Office of

Disability Services (ODS) at http://www.ods.appstate.edu/ or 828-262-3056. Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.