University of Southern Maine

EDU 521 - Digital Literacies and Education

Spring 2015

Instructor: Sue Maloney

E-mail: susan.maloney@maine.edu

Office Hours: Online, by appointment

Class Dates: January 13 through May 4, 2015

Description

Course Outcomes

• Ability to choose, access, and utilize appropriate online resources and technology to enhance and complement curriculum goals, facilitate efficient and effective communication and collaboration, and engage in professional development.

• Understand, use, and model social networking for educational and collaborative purposes.

• Engage in experiences that encourage the ongoing development and extension of strategies, knowledge, and skills that enable the effective use of technology in the classroom.

• Understand potential strengths and weaknesses of using technology to meet the needs of diverse learners.

• Demonstrate an ability to critically evaluate information, tools, and resources found on the Internet and be able to model and teach students these skills.

• Demonstrate an ability to design educational activities and assessments that successfully integrate uses of technology and web resources to further curriculum and standards goals.

• Examine issues impacting the effective and responsible use of technology resources and tools in the classroom including equity, bias, safety, privacy, digital footprint, copyright and digital citizenship.

• Examine underlying theories and research on digital and multi literacies.

In this course, students explore the use of technology in K-12 education with a focus on literacy in the 21st century. Learners gain insight and experience in the effective integration of technology in literacy education through experiential learning, discussion, readings, and design of lessons and activities. Students examine related educational and societal issues through both academic and mainstream lenses in the context of relevant standards.
Required Texts
• PDFs and links to readings and videos for each week are posted in the Blackboard assignment folders.

Also Required
• Reliable and regular access to the Internet with USM account access
• Some prior experience with computers and the internet
• Software: Compatible browser(s) for use with Blackboard and a variety of Web 2.0 tools, additional free software may be needed, such as Adobe Acrobat Reader, Adobe Flash Player

Course Requirements and Grading
For successful completion of the course, students must effectively meet the following course requirements:
• Assignment Submissions
  We will be using a variety of Web 2.0 tools for discussions and assignment submissions. The directions are posted within the weekly assignment folders on Blackboard.
• Readings, viewings, and website and web tool explorations
  As assigned in the weekly Blackboard Assignment folders.
• Weekly discussion participation: 11 points each (rubric below and on Blackboard)
• Web 2.0 tool exercises, scored holistically on how well assignment requirements are followed.
  10 points each (unless otherwise indicated):
    Week 1: VoiceThread Introductions
    Week 1: Edmodo sign-up/syllabus review (5 points)
    Week 2: PLN: sign up for Twitter and Feedly (10 points)
    Week 6: Kidblog sign-up (5 points)
    Week 6: Create a Blog
    Week 7: VoiceThread Responses (20 points total)
    Week 8: Diigo sign up (5 points)
    Week 9: Create a Digital Story
    Week 11: Wikispaces sign up (5 points)
    Week 11: Wikispaces Challenge part 1 - responses
    Week 12: Wiki Challenge part 2 - annotated resource page
    Weeks 2-7: PLN (2 points each Feedly tweet & Twitter retweet)
    Weeks 9-13: PLN (4 additional points for Diigo group bookmark with tag, highlight, & note)
• Special Assignments: Directions are available in the Special Assignments folder on Blackboard. These assignments will be evaluated holistically on the quality of your responses and how well you followed the assignment requirements.
  • Due Feb. 10: Website Evaluation Tool and Sample Critique, 20 points
  • Due April 27: Double Entry Article Responses, 30 points

Final course grades will be based on the percentage of points earned out of the total possible points. You can easily monitor your grades with the “My Grades” feature on Blackboard:
A = 93-100%; A- = 90-92%;
B+ = 87-89%; B = 83-86%; B- = 80-82%;  
C+ = 77-79%; C = 73-76%

Final grades will be recorded within two weeks of our final session and may be accessed by logging in to MaineStreet.

**Directions for Discussion Posts**

Our online discussions are an opportunity for us to develop a community of learners and share our thinking with each other. The expectation for timely discussion/blog participation is as follows: Your initial post is due by Monday at midnight and replies to others are due by Tuesday at midnight. Please be considerate of other students and try not wait until the final day to post. No matter which posts you respond to, be sure to read through all of the posts to get a sense of direction the class has taken with the discussion. This is just like listening attentively to all comments made in a face-to-face class discussion and contributing appropriately when you have something to say. The rubric for evaluating your discussion participation appears below.

**Discussion Rubric, 11 points possible**

<table>
<thead>
<tr>
<th>Expectation</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
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<tbody>
<tr>
<td>Quality of initial post</td>
<td>Post responds to all discussion prompts thoroughly and thoughtfully; refers specifically to most of the readings and resources; may refer to outside readings and personal experiences to effectively support position. Student clearly understands the concepts encountered in the week’s materials.</td>
<td>Post responds to some discussion prompts; refers to some of the readings and resources specifically, alludes to others; may lack substance / depth of ideas; may refer to outside readings and personal experiences to support position. Student understands concepts.</td>
<td>Post lacks substance/depth and reflection; does not refer to readings. Student does not show evidence of understanding concepts and/or of reading/viewing the week’s resources.</td>
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<td>Professionalism</td>
<td>Entries are respectful in language, tone, and content, free from misspellings and grammatical errors, articulate, well organized, and concise but of sufficient length to effectively explore the topic and reflect upon the readings/resources. Generally speaking, a quality initial blog or discussion post ranges between 500-1000 words in length. A thoughtful reply may be 25-125 words.</td>
<td>Unnecessarily wordy or undeveloped posts; may include spelling and/or grammatical errors and/or disrespectful language, tone, or content.</td>
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<tr>
<td>Quality of replies to classmates</td>
<td>Posts 2 or more replies to classmates that are relevant and reflective and extend the conversation.</td>
<td>Posts 1 thoughtful reply, or any number of replies that are irrelevant, brief, and/or lacking substance.</td>
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<tr>
<td>Timeliness: Posts</td>
<td>Initial post before midnight on Monday</td>
<td>Initial post before midnight on Tues.</td>
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<tr>
<td>Timeliness: Replies</td>
<td>Replies posted by midnight on Tues.</td>
<td>Replies posted by midnight on Wed.</td>
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## Course Schedule
Weekly assignments are posted in detail on the Blackboard site.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>January 13, 2015</td>
<td>Introduction to 21st Century Literacies</td>
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<td>Week 2</td>
<td>January 20</td>
<td>Building a Personal Learning Network (PLN) part 1</td>
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<td>Week 3</td>
<td>January 27</td>
<td>Critical Media Literacy</td>
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<td>Week 4</td>
<td>February 3</td>
<td>Digital Citizenship</td>
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<td><strong>Reminder: Website Evaluation Tool &amp; Sample Critique due Feb. 10th.</strong></td>
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<td>Week 5</td>
<td>February 10</td>
<td>Learning and Reading in the Digital Age</td>
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<td></td>
<td>February 17</td>
<td>no class (February vacation)</td>
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<td>Week 6</td>
<td>February 24</td>
<td>Introduction to Web 2.0 &amp; Blogging in the Classroom</td>
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<td>Week 7</td>
<td>March 3</td>
<td>Meeting Diverse Needs with Digital Tools (and a peek at social bookmarking and curation tools)</td>
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<td>Week 8</td>
<td>March 10</td>
<td>Building a PLN part 2: Curation</td>
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<td>Week 9</td>
<td>March 17</td>
<td>Digital Storytelling</td>
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<tr>
<td>Week 10</td>
<td>March 24</td>
<td>Bridging Divides in the Digital Age</td>
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<td>Week 11</td>
<td>March 31</td>
<td>Wikis in the Classroom part 1</td>
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<tr>
<td>Week 12</td>
<td>April 7</td>
<td>Wikis in the Classroom part 2</td>
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<td>Week 13</td>
<td>April 14</td>
<td>Electronic Portfolios &amp; Technology Standards</td>
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<td><strong>Reminder: double entry article response assignment due by midnight April 27th</strong></td>
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<td></td>
<td>April 21</td>
<td>no class (April vacation)</td>
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<tr>
<td>Week 14</td>
<td>April 28</td>
<td>Parting Thoughts, Course Evaluation</td>
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## Class Policies
- Regular, weekly visits to the Blackboard and assigned sites are expected throughout the course. While the course is asynchronous, it is not self-paced. Posts and replies must be made during the scheduled week for each topic. This is necessary for you to actively participate in class discussions and complete activities and assignments as required.
• If you anticipate that an emergency or other circumstances will prevent you from accessing web assignments for a week or more, please call or email to make alternative arrangements. No student may pass the course with three or more absences from online discussions.

• You are responsible for making up and submitting all assignments in a timely fashion. The class week runs Tuesday to Monday.

• Assignment due dates and/or times are detailed within the weekly assignment folders. One point will be taken off for each day an assignment is late. If you need an extension on any assignment, please email me ahead of time to arrange the due date; students granted an extension on an assignment will not lose points.

• You may revise individual assignments that have been graded below 90%. Please submit within one week of receiving the initial grade. The initial and revised grades are averaged for a final grade on the assignment.

• Use Standard English punctuation, spelling, and grammar in all course writing, including emails and discussion posts.

• If you need to take an incomplete in the course, please make arrangements with me at least a week before the last day of class. University policy states that all incomplete grades (INC) revert to a grade of failing (F) after one semester.

Technology Support
Please contact the USM Help Desk, helpdesk@usm.maine.edu, 780-4029.

Academic Support
If you need course adaptations or accommodations because of a disability, please make an appointment with me as soon as possible. At any point in the semester, if you encounter difficulty with the course or feel that you could be performing at a higher level, consult with me. Students experience difficulty in courses for a variety of reasons. For problems with writing skills or time management, make an appointment to see a student tutor at The Learning Center, Luther Bonney, Second Floor, Portland Campus (780-4228). Help is also available through the Counseling Center, 105 Payson Smith Hall, Portland Campus (780-4050) and the Office of Academic Support for Students with Disabilities, Luther Bonney Hall, Second Floor, Portland Campus (780-4706).

Email Communication Policy
In order to meet the academic and administrative needs of the University community, the University of Southern Maine has established email as an official and primary means of communication to all of its students, accepted and/or enrolled. In some cases, email may be the only form of communication. Official University assigned email accounts are created for all accepted and/or enrolled students usually in the form of FirstName.LastName@maine.edu. Students are responsible to read all information sent to them via their University assigned email account. The University has the right to expect that such communications will be received and read in a timely fashion. Beginning fall 2006, it is imperative that students understand that a majority of University information will be communicated to them via their University assigned email account. Confidential information will not be sent via email. If the University needs to convey sensitive information to the student and the information cannot be conveyed using the
password protected Student Self-Service venue, the University will send the information via United States Postal Service. The University reserves the right to notify students via email when any action on the students part may be necessary. Some actions can be accomplished using the University’s Student Information Systems that are made available through special links that are password protected. Students should activate their assigned email accounts at https://mail.maine.edu. The completed Email Communication Policy can be found online at http://usm.maine.edu/doit/email-communication-policy.

**Conceptual Framework for Preparing Educators and Human Development Professionals for Responsible and Ethical Service**

**Mission**
We seek to foster respectful and collaborative learning communities, well-informed decision-making, valid reasoning, and a concern for equity and social justice in the fields of education and human development.

**Core Values**
We share the following commitments:
• Democracy - to enact and elicit inclusive dialogue, freedom of expression, and participatory decision-making that includes respect for and consideration of multiple views and perspectives.
• Civility and caring - to attend to the health of our learning and working communities through maintaining constructive communication, protecting individual dignity, and exhibiting empathy, compassion, and openness.
• Equity and Diversity - to seek understanding about, engage inclusively with, and foster the voice and visibility of individuals of all identity groups and perspectives.
• Social Justice - to speak for and empower people who are disenfranchised and work towards a more just society.
• Ethical practice - to engage in and insist on the highest level of professional practice.
• Scholarship - to gain, create, teach, and apply knowledge and skills using methods of research and inquiry that reflect the diverse range of accepted practices within our various academic and professional disciplines.
• Professional Learning and Continuous improvement - to engage ourselves and our various external partners as learners in our respective fields, use formative feedback, and adjust our practices for mutual and continuing professional growth.