IML 555
Digital Pedagogies
Spring, 2015

Wednesday, 6:00 – 8:50 pm
4 units Graduate Student Standing
Room: SCI L104

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Course Description
The ways in which we teach and learn in the 21st century are shifting, and the emergence of digital production tools and networked technologies both reflects and shapes these shifts. In many cases, however, university-level pedagogy remains the same as it has been for more than a century. Rather than simply adopting digital technologies for their own sake, or blindly mapping conventional teaching approaches onto digital space, we will examine the ways in which the pedagogy might drive the technology, and experiment with digital applications that serve an inquiry-driven, project-based approach. Students will leave the seminar with a professional level teaching and research portfolio that will serve them well on the job market.

Course Questions
1. How do shifts in epistemology (ways of knowing) impact pedagogy (ways of transmitting knowledge)?
2. What are the implications of emergent technologies for the university, its faculty and its students?
3. Are current institutions—governmental, legal, entertainment, journalistic, educational—which coalesced during the ascendency of print, relevant in the age of the digital?
4. How do we foster a sense of community and collaboration when technologies threaten to attenuate the lines of communication?

Course Format
This course gives equal weight to theory and practice. For the most part, classes will begin with discussion of the theoretical underpinnings of course texts (whether they are books, webtexts, or digital applications) and then move to more hands-on endeavors.

Course Texts (available from Amazon)
Cheating Lessons: Learning From Academic Dishonesty:
The Lost Origin, a novel by Matilde Asensi

Other readings available on course wiki include:
Digital Pedagogy: Practices, Principles and Politics, Brett Hirsh, Ed
Teaching to Transgress: Education as the Practice of Freedom, bell hooks
Learning Through Digital Media, Trebor Shultz, Ed

Grading Breakdown
Media-rich presentation on a selected book or tool 20%
Reading responses 20%
Pedagogical Approach: Teaching Philosophy (drafted + revised) 15%
Written Peer Review of Colleagues’ Proposals 15%
Revised Teaching and Research Portfolio (due finals week) 30%