

IML555: Digital Pedagogies

Fall 2017

Wednesday, 4:00-6:50 PM, SCB 304

Professor: Vicki Callahan

Office 101G; Office Hours: Tuesday 12:00-1:00 pm; Wednesday 3:00-4:00 pm and by appt.

Course wiki: mapwiki.sca.usc.edu

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 ascendancy 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?
5. How can our mindful use of technology enhance diversity, inclusion, and wellness in our research and teaching?

Course Format

This course tries to give 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 working on our own texts.

Course Texts (available from online sites or vendors, e.g., Amazon)

+ *Cheating Lessons: Learning From Academic Dishonesty*, James Lang (USC online)

+ *Teaching to Transgress: Education as the Practice of Freedom*, bell hooks (on course wiki)

+ *The Slow Professor: Challenging the Culture of Speed in the Academy*, Maggie Berg and Barbara Seeber, University of Toronto Press, 2016. (online vendor)

+ *On Being Included: Racism and Diversity in Institutional Life*, Sara Ahmed (USC online)

Other readings available on course wiki include but are not limited to:

+ *Weapons of Math Destruction*, Cathy O'Neil

+ *Digital Pedagogy: Practices, Principles and Politics*, Brett Hirsh, Ed

+ *Learning Through Digital Media*, Trebor Shultz, Ed

+ *Hacking the Classroom*, Jentery Sayers and Mary Hocks, Eds

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+ *Pedagogy in the Digital Humanities*, MLA. Gold et al, Eds.

Citation Guidelines: All projects must include academically appropriate citations in the form of a References section, which covers all sources, in order to receive a passing grade. The References area is either included in the project or as a separate document, as appropriate to your project. We will be following the KAIROS style guide for citation purposes in this class. Kairos uses a modified APA format, whose general guidelines you can find here: <http://kairos.technorhetoric.net/styleguide.html>. For more on APA format, you can find general guidelines and many specific examples here: <http://owl.english.purdue.edu/owl/resource/560/01/>

Grading Breakdown

Conceptual Research project + presentation	20%
Reading responses and leading class discussion	20%
Pedagogical Approach: Teaching Philosophy (drafted + revised)	15%
Structured Peer Review	15%
Revised Teaching and Research Portfolio (due finals week)	30%

Research project and media-rich presentation: By week 3 or 4 you will settle on a (mini) research project to undertake which centers on a concept or a tool. The topic will be fairly open but it must be germane to 21st century teaching and learning (media literacy, peer review, content management systems, et cetera). I'll provide several suggestions and you will be free to choose one or propose one of your own. Presentations will occur late in the semester (Oct. 25 and Nov. 1). This exercise not only gives you practice teaching, it can serve as an incubator for experimenting with the digital applications we encounter.

Reading Discussion. You will participate in a discussion to respond to the topics and readings of the week. Each week one person will act as discussion facilitator: they will post first (we establish a timeframe) and guide the discussion. We will post the materials to be considered on the wiki with a framing or query and then migrate to Google Docs to foster a conversation. Written in an appropriate voice within a scholarly context, this work will help to feed the final project. The goal is to make responses to readings a dialogue. Beginning with the Sept. 20 class, students will guide the reading responses by either framing some questions to consider while reading or by giving specific posting directions. We will set a deadline for rest of class posting so we all have time to read in time for the class discussion.

Teaching + Research Portfolio. Increasingly, academic jobs require evidence of teaching excellence, which can include a statement of teaching philosophy, a sample syllabus, course evaluations and assignment examples. In IML555 you will craft a digital portfolio project using Scalar or the software of your choice.

All projects completed in course are gauged by a set of criteria and parameters that include (a) attention to a project's conceptual core, (b) the quality of research and choice of research methodology, (c) the relationship between form and content, and (d) the project's creative realization. See the attached parameters for further guidance.

Weekly Schedule:

Subject to change in order to enhance the course. Please see the course wiki for the final schedule.

Week 1, August 23: Course introduction and guiding premises; wiki overview; activate account; discuss list of potential topics. For next time, please set up a landing page in the wiki, link it to the “participants” page and post a brief introduction using words and images. Order book(s). For next time, read chapter from *Weapons of Math Destruction* and The New London Group’s “[A Pedagogy of Multiliteracies: Designing Social Futures](#),” and post a brief response.

Week 2, August 30: For next time, please read Dennis Baron’s “[From Pencils to Pixels: The Stages of Literacy Technology](#),” and Henry Giroux’s “Critical Pedagogy in Dark Times.” Post one question you had on each reading. Also, post a memorable educational moment.

Week 3, September 6: Reading discussion, memorable educational moment discussion. For next time, please read *Cheating Lessons (hereafter, CL)* Part I (pp 1-36) and post a response. Overview of research project ideas as time permits. Establish reading response posting (e.g. Friday midnight?) so we can read each other’s before class. Sign up for reading discussion leader date, starting with the Sept 20 class.

Week 4, September 13: Reading discussion (*CL* Part I). For next time, please read *CL* Part II (pp 55-128). Research project discussion cont’d.

Week 5, September 20: Discuss *CL* Part II. For next time, please finish *CL* and read [Hacking the Classroom](#) (Sayers, Hocks, EDs) intro and two essays (your choice).

Week 6, September 27: Final discussion of *CL* as we move to *On Being Included: Racism and Diversity In Institutional Life* (hereafter, *OBI*). Establish a research topic and post a brief overview of its area. For next time, please read the Intro and Chapter 1 of *OBI*. View the parameters of the teaching statement.

Week 7, October 4: Statement of Teaching Philosophy discussion. For next time, please read: *OBI*, Chapter 2.

Week 8, October 11: Reading discussion. Statement of Teaching Philosophy drafts viewed. Diversity Statements, Research Statements, Please read: *OBI*, Chapter 3.

Work on teaching statement; submit your draft by?

Week 9, October 18: Workshop Teaching Statements; we’ll do this using print copies that I’ll provide. Go over presentation parameters and confirm date/s. For next time, please read *OBI*, Chapter 4.

Week 10, October 25: Workshop Teaching Statements, cont’d. Work on Diversity Statements, Research Statements, Chapter 5 + Conclusion

Week 11, November 1: Teaching statement work cont’d. Overview of Portfolio parameters. Scalar workshop as needed. Research presentations. Please read: *Teaching to Transgress* (bell hooks): introduction, 1, 4, 5 and 6.

Week 12, November 8 Discussion of *Teaching to Transgress*, Portfolio work, discussion of platforms, specific items, revisions. Research presentations. Read, Intro and Chapters 1, 2, *The Slow Professor* and Callahan, "Toward Networked Feminist Scholarship"

Week 13, November 15: Discussion of *The Slow Professor* Cont'd portfolio work, discussion of platforms, specific items, revisions. Read, *The Slow Professor*, Chapters 3, 4, Conclusion

Thanksgiving Holiday

Week 14, November 20: LAST CLASS: Course evals, finish discussion of *The Slow Professor*, project updates (e.g. brief overview of portfolio contents, and platform).

FINAL: December 6, 4:30-6:30 pm All revised work due on course wiki.

Resources:

+ Lynda.com

USC has a university wide subscription to this site, which includes tutorials for learning almost any software you can imagine. It can be overwhelming but if you type in the software you want and then "essentials" you will not get the standard 400 entries. Also, it is advised to do a few at a time or take on a particular area within the topic (so pen tool in Video Editing). Log in with your USC ID from this page: <http://www.usc.edu/its/lynda/>

+ Research help from the USC Libraries:

Need to do research but don't know where to start? Searching for a book, article, or data to support your argument? Not sure how to cite a source in your bibliography? Ask a librarian!

Research help is available:

- In person and by phone, chat and email at [Ask a Librarian](#)
- Through [research guides](#) and [FAQs](#)
- By [contacting your subject librarian](#)

+ How college sold its soul to the market (great analysis of mission statements):

<http://harpers.org/archive/2015/09/the-neoliberal-arts/1/>

+ Your online identity: https://chroniclevitae.com/news/1299-developing-your-digital-identity-a-webinar-with-the-professor-is-in?cid=VT_EM_ELQ_WS4_DIWEB_2

+ On the real costs (material and otherwise) of internet streaming:

<https://www.bostonglobe.com/ideas/2015/11/22/the-real-world-consequences-cloud/ii1DvrWyXDDtaXUeV1uNWI/story.html>

+ White teacher confronting race and social justice:

<https://www.washingtonpost.com/news/answer-sheet/wp/2015/11/24/teacher-a-student-told-me-i-couldnt-understand-because-i-was-a-white-lady-heres-what-i-did-then/>

+ Cinema Journal Teaching Dossier: <http://www.teachingmedia.org/cinema-journal-teaching-dossier/>

+ Adaptive Learning (replacing textbooks with software): http://www.slate.com/articles/technology/technology/2015/10/adaptive_learning_software_is_replacing_textbooks_and_upending_american_single.html

+ **Data driven assignments** (USC): <http://libguides.usc.edu/teachingwithdata>

+ **Bowling Green State University's tutorials:** these are supposed to be quite good: <https://www.bgsu.edu/library/stac/tutorials.html>

+ **Codecademy:** various programming classes: <http://www.codecademy.com/>

+ **Tools (freeware):**

Pixlr: <http://pixlr.com/>,

SnapNDrag: <http://www.yellowmug.com/snapndrag/>

Audacity: <http://audacity.sourceforge.net/>

WeVideo: <https://www.wevideo.com>

Please Note Online, In-Class Etiquette: It is very important that our class time is quality time and that we can work as a focused collaborative unit while often working on line as part of our class. Therefore do not use any online time in class for personal communication not related to class – no messaging, mail, Facebook updates, cell phones etc. If for some reason you feel some urgent need to do this or have an emergency message (this includes calls), please step out of the classroom.

COURSE POLICIES

Statement on Fair Use: Fair use is a legal principle that defines certain limitations on the exclusive rights of copyright holders. MAP seeks to apply a reasonable working definition of fair use that will enable students and instructors to develop multimedia projects without seeking authorization for non-commercial, educational uses. Four factors should be considered when determining whether a use is fair: (1) the purpose and character of use, (2) the nature of the copyrighted work, (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and (4) the effect of the use upon the potential market for or value of the copyrighted work. In general, we regard the reproduction of copyrighted works for the purposes of analysis or critique in this class to be covered by the principle of fair use.

Statement on Academic Conduct: Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Statement for Students with Disabilities: Any student requesting academic accommodations based on a

disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday.

Emergency Plan: In the event of an emergency, all attempts will be made to continue MAP courses as usual. If we cannot meet synchronously, we will continue with our asynchronous work. In addition, all course materials are backed up on a secondary site (usually Blackboard) in the event that the primary wiki site should go down.

Support Systems:

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. <http://dsp.usc.edu>

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. <https://diversity.usc.edu/>

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible, <http://emergency.usc.edu>

USC Department of Public Safety – 213-740-4321 (UPC) and 323-442-1000 (HSC) for 24-hour emergency assistance or to report a crime.

Provides overall safety to USC community. <http://dps.usc.edu>

PLEASE NOTE:

FOOD AND DRINKS (OTHER THAN WATER) ARE NOT PERMITTED IN ANY INSTRUCTIONAL SPACES IN THE CINEMATIC ARTS COMPLEX