



Institute for Multimedia Literacy  
School of Cinematic Arts  
University of Southern California  
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# DIGITAL PEDAGOGIES

## IML555



Professor: Virginia Kuhn, PhD  
Time: Fridays, 1:00 – 3:50 pm  
Office EGG202 Hours: by appointment  
Email: [vkuhn@cinema.usc.edu](mailto:vkuhn@cinema.usc.edu)  
Course wiki: on the IML portal <http://iml.usc.edu/index.php/iml-portal/>  
Course blog: <http://iml555.blogspot.com/>

4 units Graduate Student Standing  
(exceptions with dept approval)  
Room: EGG A  
Phone: 213-743-4310

### COURSE DESCRIPTION

The ways in which we teach and learn in the 21<sup>st</sup> 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.

### 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?

### 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.

### HANDS-ON LAB COMPONENT

All classes at the IML integrate multimedia authoring and theory. We will spend approximately

half of our time in intensive discussion, and the other half learning while doing as we employ the applications and platforms under discussion.

## GRADING BREAKDOWN

Media-rich presentation on a selected book or tool	10%
Digital Notebook	20%
Digital Argument (remix)	20%
Pedagogical Approach: Teaching Philosophy + Proposal	10%
Written Peer Review of Colleagues' Proposals	10%
Revised Teaching or Research Portfolio (due finals week)	30%

**MEDIA-RICH PRESENTATION:** Each student will take responsibility for preparing and facilitating one week's class by presenting an issue based on one main book. Starting in Week 5, students will guide the first part of class, presenting an overview of the thematic concerns raised by the reading (using rich media), before facilitating a lively discussion. Each week's presenters will issue instructions for class preparation during the week prior. Instructions can include: a required blog post, consideration of key questions for class discussion or some appropriate combination thereof. This exercise not only gives students practice at teaching, it can serve as an incubator for experimenting with the digital applications we encounter.

**DIGITAL ARGUMENT | REMIX:** The remix project asks students to comment on a visually mediated culture by recontextualizing its codes to express something new, as they gains skills as video editing. This assignment will be collaborative and use materials culled for and by the Mobility/Shifts conference.

**DIGITAL NOTEBOOK:** Each student will keep a digital journal with text, image, links and video (if appropriate) that documents the topics and readings of the week. Written in an appropriate voice within a scholarly context, this notebook will help to feed the final project.

**RESEARCH/TEACHING PORTFOLIO, PEER REVIEW & REVISIONS:** Increasingly, academic jobs require evidence of teaching excellence, which can include a statement of teaching philosophy, a sample syllabus, course evaluations and assignment examples. Each student in IML555 will craft a digital teaching or research portfolio project using the software of his/her choice. The Portfolio Presentation will offer an outline of its contents, as well as the rationale for the project. Students will give each other written peer review based and will be allowed to revise based on this feedback, for final submission.

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.

**REQUIRED TEXTS + MATERIALS:** Most of our shared texts will be available on the course blog and wiki. You will then choose a book to present to the class. An external hard drive is highly recommended. Advice on which drive to purchase from the IML tech team on student resources wiki.

**WEEKLY SCHEDULE:** Available on course wiki: [iml.usc.edu/](http://iml.usc.edu/)

Subject to change as necessary to improve this course:

[Resources + Readings](#)

**8/26 Digital Culture: Epistemology and Pedagogy:** Introduction to the course. What is digital culture? Digital pedagogy? Examination of the Horizon Report + College 2020.

Selected screenings from blog. Portal registration

Tools: Pixlr: <http://pixlr.com/>, SnapNDrag: <http://www.yellowmug.com/snapndrag/> Zotero: <http://www.zotero.org/>

Diigo: <http://www.diigo.com/education>

Read for next week: New London Group's [Pedagogies of Multiliteracy: Designing Social Futures](#).

Post a brief (250 or so words) to a page on your space in the wiki.

### **9/02 Institutional Structures + Boundaries + Assessment**

Are current institutions—governmental, legal, entertainment, journalistic, educational—which coalesced during the ascendancy of print, relevant in the age of the digital?

Discussion of reading, look at [book list](#) from which you will select one for presentation.

For next time, write a brief response to this class and the obstacles and potentials of a learner centered class, particularly one that engages technology and one that is the large lecture model. Be ready to choose a book and presentation date during next class. Also read The Good Work Anthology intro and #6 "In God We Trust; All Others Bring Data"... (Verducci) and #7 Defining and Modeling Good Work (Nakamura), #8 Returning to the GoodWork Project's Roots: Can Creative Work Be Humane? (Moran), and #10 Good Collaboration: What Works, What Hasn't (Fischman). No post, we'll discuss in class.

### **9/09 Knowledge Structures + Ethics**

What are the goals of university level study? What are the material constraints to the ideal? How do disciplinary mandates impact these? Discuss the *Good Work* readings.

**Sign up for presentation (any time after week 5).** [Presentation](#) and Portfolio parameters given.

Presentation Zen, "Start Your Presentation with a Punch":  
<http://www.presentationzen.com/presentationzen/2010/10/start-your-presentation-with-punch.html>

View Johanna Blakely's TEDx talk and discuss presentation style and media use.

For next time, select two [readings](#) from the [Learning through Digital Media](#) anthology (your choice) and post response by Thursday night.

### **9/16 Learner Centered Classroom?**

#### **Reading discussion and catch up.**

Screenings: Bill Cope Keynote (on course blog) *High School, Waiting for Superman* excerpts as time permits (these will be on the ReelSurfer site for remixing). Register with RS in class.  
<http://sites.reelsurfer.com/usc/>

**For next time, read Intro to The Dialogic Classroom (on wiki) and Kathleen Fitzpatrick's chapter on [Peer Review: Planned Obsolescence](#) and Reconceptualizing Collective Action in the Contemporary Media Environment (on wiki). Post.**

### **9/23: Collective Action: Collaboration + Peer Review**

How do we facilitate collaboration across geographic, cultural and temporal boundaries? How does peer review impact pedagogy and publishing? Are course evaluations dialogic? What about RateMyProfessor sites? What are the implications of plagiarism in digital spaces and in collaborative modes?

### **9/30 Remix: Digital Argument**

Screen Remix Culture: Fair Use is Your Friend, Center for Social Media.

Consider [remix assignment](#).

### **10/07 Remix Cont'd**

Presentation. bell hooks, *Teaching to Transgress*

Information Visualization

The Graphic Syllabus and the Outcomes Map: Communicating Your Course 2007 Linda Nilson:  
[http://www46.homepage.villanova.edu/john.immerwahr/TP101/Prep/Graphic\\_syls.pdf](http://www46.homepage.villanova.edu/john.immerwahr/TP101/Prep/Graphic_syls.pdf)

FCP tutorial

“The YouTube Gaze: Permission to Create?”

**10/14 Remote Class: Collaborative Remix**

<http://mobilityshifts.org/conference/>

**10/21:** Brain Science: It's All the Rage!

Presentation: Nicholas Carr, *The Shallows*.

Katherine Hayles' keynote (on course blog)

Mary Helen Immordino-Yang, Antonio Damasio, “[We Feel, Therefore We Learn,](#)” in *Mind Brain, Education*.  
On course wiki.

Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School  
excerpt:<http://brainrules.net/contents> and visit this site with new tools for presentation:  
<http://blogs.nittle.org/2010/10/04/beyond-powerpoint-emerging-technologies/>

**10/28 Designing Learning**

**Presentation:** Anne Balsamo, [Designing Culture: The Technological Imagination at Work](#).

“Education in the New Millennium: The Case for Design-Based Learning,” by Hyun-Kyung Lee and Mark Breitenberg

Available here: <http://www.icsid.org/feature/current/articles1053.htm>

Doreen Nelson's site: <http://www.csupomona.edu/~dnelson/>

**11/04 Ubiquitous Computing, Geospatial Technologies and Surveillance Culture**

**Presentation:** Sherry Turkel's *Alone Together*.

Screening: Adam Greenfield's *Everyware* (course blog), *Hypercities*: <http://hypercities.com/>

**11/11 The Fifth Estate** Read Yochai Benkler's [A Free Irresponsible Press](#)

**11/18 Games and Interactive Learning**

[Learning by Design: Games as Learning Machines](#), James Paul Gee in *Gamasutra*.

Bogost and Poremba's [Can Games Get Real?](#), 1000 Days facebook game.

**11/25 Thanksgiving Holiday**

**12/02 LAST CLASS: Course evaluations; peer review of portfolios**

**12/14 11am: Final any revised work due**