

University of Southern California
Rossier School of Education
Course Syllabus

EDUC 550: MULTIMEDIA LITERACY

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INTRODUCTION AND PURPOSE

Multimedia Literacy is designed to provide masters candidates with the opportunities to explore an emerging body of literature where media and communication studies converge with educators, researchers, and public policy makers. This course will prepare candidates to facilitate the convergence of students' interests in communications, cultural studies, media production, and literacy education. This course will focus on a set of specific multimedia strategies and seeks to increase candidates' multimedia literacy skills to enable her/him to facilitate student learning using these strategies.

The course will enable candidates to explore several types of multimedia and build an understanding of:

- How each technology works;
- How to exploit each strategy to facilitate learning and increase student academic achievement; and
- How to evaluate resources related to each form of multimedia literacy.

COURSE OBJECTIVES

By the end of this course, candidates will be able to:

- Facilitate learning by utilizing basic multimedia strategies;
- Incorporate the concept of multimedia within your understanding of literacy by expanding how you communicate and teach to include digital media;
- Harness the media culture of your students to facilitate learning;
- Utilize both current and **future** contexts of communication beyond reading, writing, and speaking;
- Increase their own multimedia literacy skills, such as the ability to decode and make messages in diverse media formats and modalities.

Why is this course in the MAT Program?

This course complements EDUC 506 and provides a sequence of readings and learning experiences that will enable forms of pedagogy that are designed to stimulate collaborative learning experiences in online environments in order to successfully eradicate teacher-centered, didactic/outmoded pedagogies increasingly less relevant to present K-12 classrooms and learners. According to the National Association for Media Literacy Education, "the purpose of media literacy education is to develop the habits of inquiry and skills of expression that [learners] need to be critical thinkers, effective communicators, and active citizens in today's world." New definitions of literacy or "meaning-making" may challenge prior notions of traditional literacy inherent to traditional/rote forms of pedagogy.

As pointed out by Will Richardson in his book, *Blogs, Wikis, Podcasts, and Other Powerful Web Strategies for the Classroom*, the very definition of what it means to be literate is evolving due to the explosion of information and technology. For more than a century, literacy has simply been defined as the ability to read and write. While those abilities are still necessary components of literacy, education professionals have recognized them alone as insufficient.

Educators today are focused on the paradigm shift from traditional literacy to multiliteracies. The term multiliteracies was coined by the New London Group (a group of prominent media scholars) and is based on the assumption that technology impacts the nature of how texts are produced as well as how people use and interact with texts. A "multiliterate person" is one who is flexible and strategic in their consumption of media texts and can understand and exploit literacy practices in order to:

- Master a wide range of texts and technologies;
- Utilize media in socially responsible and productive ways;
- Navigate and communicate media modalities in a socially, culturally, and linguistically diverse world; and
- Fully participate in a media saturated world as an active and informed citizen.

The assignments and learning experiences for this course are intended to provide a developmental sequence grounded in a social cognitive and sociocultural pedagogy that will enable candidates to progress from academic knowledge of theoretical perspectives on learning, to recognition and application and, finally, to problem solving in and beyond the classroom.

This course addresses particular “problems of practice” by:

- Emphasizing the application of theory as practice, including how multimedia literacy can be consistently applied in instructional planning, assessment, and the development of the classroom community;
- Providing the theoretical knowledge necessary to engage in meaningful application in classroom situations.

This course addresses particular “questions of participation,” such as:

- In what ways have youth/students displayed expertise in conceptualizing their own participation, agency, and literacy in their digital practices?
- In what ways have students developed and demonstrated high self-efficacy in digital environs that are transferred to brick and mortar academic contexts?
- How are youth/students shaping the ecology of digital networks through forms of affiliations, expressions, circulations, and collaborative problem solving operations?
- How can teachers/educators tap into their students’ expertise and practice of multimedia literacy to promote social cognitive and sociocultural learning in and beyond her/his brick and mortar classroom?

ALIGNMENT WITH ACADEMIC STANDARDS AND EXPECTATIONS**California's Commission on Teacher Credentialing Credential Program Standards**

California's Commission on Teacher Credentialing (CCTC) *SB 2042 Multiple Subject and Single Subject Preliminary Credential Program Standards* outlines general program standards which guide the purposeful, interrelated, developmentally-designed sequence of coursework and field experiences, as well as a planned process for comprehensive assessment of candidates that effectively prepare candidates to teach all K-12 students and to understand the contemporary conditions of schooling, including attention to California public education. This course incorporates the following CTC program standards:

CTC Standard	Unit	I or R	Description	Assessment
Standards 3.1, 3.2: Foundational Educational Ideas and Research	1-10	Introduced	As part of EDUC 550, candidates demonstrate knowledge of major concepts, theories, and research related to learning, as well as social, cultural, philosophical, and historical foundations of education through experiencing class discussions, posting to reflective forums, and completing a differentiated learning plan.	<p>Learning Plan and Reflection Forum: Candidate posts in forum and responds to instructor and peer feedback on initial post. Graded on depth of understanding (measured by warranted analysis & evaluation) and appropriateness of strategy chosen (measured by warranted purpose).</p> <p>Summative Learning Plan Assessment: Candidate presents a literacy strategy based learning plan to class that includes modes of classroom assessments, modeling its purpose, affordances and constraints. This assessment is graded with a rubric.</p>
Standards 4.1, 4.2: Relationships between Theory and Practice	5-10	Introduced	As part of EDUC 550, candidates encounter opportunities to analyze, implement, and reflect on the relationships between foundational issues, theories, and professional practices related to teaching in learning by synthesizing readings on assessment, reports key ideas and links to a strategy to scaffold aspects of assessment for literacy development.	<p>Learning Plan and Reflection Forum: Candidate posts in forum and responds to instructor and peer feedback on initial post. Graded on depth of understanding (measured by warranted analysis & evaluation) and appropriateness of strategy chosen (measured by warranted purpose).</p> <p>Multimedia Literacy Project Formative Assessments (4): Applying their understanding of the literature on youth, identity, and participation in participatory culture with the uses of multimedia literacy, students choose multimedia strategies to incorporate into a traditional content area secondary curriculum, with consideration of what counts as literacy, how literacy changes in response to the multimedia landscape, and what value teachers should ascribe to the new forms of communication that are emerging online in their instructional design.</p> <p>Summative Learning Plan Assessment: Candidate presents a multimedia literacy strategy-based learning plan to class that includes modes of classroom assessments,</p>

<p>Standards 5.4, 5.5: Professional Perspectives Toward Student Learning and the Teaching Profession</p>	<p>1-10 Introduced</p>	<p>As part of EDUC 550, candidates examine a variety of perspectives to develop a professional perspective on teaching that includes an ethical commitment to teach every student effectively and to develop as a professional educator.</p>	<p>modeling its purpose, affordances and constraints. This assessment is graded with a rubric. Learning Plan and Reflection Forum: Candidate posts in forum and responds to instructor and peer feedback on initial post. Graded on depth of understanding (measured by warranted analysis & evaluation) and appropriateness of strategy chosen (measured by warranted purpose).</p>
<p>Standard 6.2, 6.3: Pedagogy and Reflective Practice</p>	<p>1-10 Introduced</p>	<p>As part of EDUC 550, candidates evaluate instructional alternatives, articulate the pedagogical reasons for instructional decisions, and reflect on teaching practices. Candidates also read, analyze, discuss, and evaluate professional literature pertaining to important contemporary issues in California schools and classrooms, and use sources of professional information in making decisions about teaching and learning.</p>	<p>Multimedia Literacy Project Formative Assessments (4): Applying their understanding of the literature on youth, identity, and participation in participatory culture with the uses of multimedia literacy, students choose multimedia strategies to incorporate into a traditional content area secondary curriculum, with consideration of what counts as literacy, how literacy changes in response to the multimedia landscape, and what value teachers should ascribe to the new forms of communication that are emerging online in their instructional design. Summative Learning Plan Assessment: Candidate presents a multimedia literacy strategy-based learning plan to class that includes modes of classroom assessments, modeling its purpose, affordances and constraints. This assessment is graded with a rubric. Summative Learning Plan Assessment: Candidate presents a multimedia literacy strategy-based learning plan to class that includes modes of classroom assessments, modeling its purpose, affordances and constraints. Candidates will discuss and evaluate each learning plan draft by using sources of scholarly literature related to making decisions about teaching and learning. This assessment is graded with a rubric.</p>
<p>Standard 9.1, 9.3: Equity, Diversity, and Access to the Curriculum</p>	<p>1-10 Introduced</p>	<p>As part of EDUC 550, candidates examine principles of educational equity and diversity and their</p>	<p>Learning Plan and Reflection Forum: Candidate posts in forum and responds to instructor and peer feedback on initial post. Graded on depth of understanding</p>

		<p>implementation in curriculum content and school practices for all students. Candidates are also prepared to effectively teach diverse students by increasing candidates' knowledge and understanding of the background experiences, languages, skills and abilities of student populations; and apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.</p>	<p>(measured by warranted analysis & evaluation) and appropriateness of strategy chosen (measured by warranted purpose). Summative Learning Plan Assessment: Candidate presents a multimedia literacy strategy-based learning plan to class that includes modes of classroom assessments, modeling its purpose, affordances and constraints. The learning plan must incorporate "low tech," "mid tech," and "high tech" resources for each delivery method; must meet the grade level and content area standards of her/his state; and must provide accommodations for student with special learning needs and English Language learners. This assessment is graded with a rubric.</p>
<p>Standards 11.1-11.5; 11.7: Using Technology in the Classroom</p>	<p>1-10 Introduced</p>	<p>As part of EDUC 550, candidates are familiarized with basic principles of operation of computer hardware and software, and implements basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support. Candidates are also able to evaluate and select a wide array of technologies for relevance, effectiveness, and alignment with state-adopted academic content standards, and the value they add to student learning. Candidates demonstrate knowledge and understanding of the legal and ethical issues related to the use of technology, including copyright issues and issues of privacy, security, safety, and acceptable use. Candidates demonstrate knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis, and management in the instructional setting. Candidates demonstrate</p>	<p>Learning Plan and Reflection Forum: Candidate posts in forum and responds to instructor and peer feedback on initial post. Graded on depth of understanding (measured by warranted analysis & evaluation) and appropriateness of strategy chosen (measured by warranted purpose). Multimedia Literacy Project Formative Assessments (4): Applying their understanding of the literature on youth, identity, and participation in participatory culture with the uses of multimedia literacy, students choose multimedia strategies to incorporate into a traditional content area secondary curriculum, with consideration of what counts as literacy, how literacy changes in response to the multimedia landscape, and what value teachers should ascribe to the new forms of communication that are emerging online in their instructional design. Summative Learning Plan Assessment: Candidate presents a multimedia literacy strategy-based learning plan to class that includes modes of classroom assessments, modeling its purpose, affordances and constraints. The learning plan must incorporate "low tech," "mid tech," and "high tech" resources for each delivery method; must meet the grade level and content area standards of her/his state; and must provide accommodations for student with special learning needs and</p>

competence in the use of electronic research strategies and the ability to assess the authenticity, reliability, and bias of the data gathered. Candidates analyze best practices and research on the use of technology to deliver lessons that enhance student learning. Candidates integrate technology-related strategies into the educational experience and provide equitable access to available resources to all students. Candidates encourage the use of technology with students in their research, learning activities, and presentations

English Language learners. This assessment is graded with a rubric.

California CTC Education Specialist and/or Mild to Moderate Disability Standards

California's Commission on Teacher Credentialing (CCTC) *Handbook for Postsecondary Institutions and Accreditation Reviewers* outlines general program standards for special education and six mild to moderate special education standards in "Standards of Quality and Effectiveness for Education Specialist Credential Programs." In the CCTC's foreword, the commission writes: "The quality of public education depends substantially on the performance of professional educators. Like all other states, California requires educators to earn credentials granted by the state to serve in the public schools. [...] These certification standards and requirements are among the ways in which states exercise their constitutional responsibility for governing public education." This course integrates components of the following CCTC General Standards for Special Education:

Educational Specialist Standard	Unit	I or R	Description	Assessment
3: Education of diverse learners	1-4, 9	Introduced	Candidate examines & analyzes empirical and methods-based literature in order to propose a plan for access and mastery for all learners.	<p>Formative Assessment: Candidate posts in forum and responds to instructor and peer feedback on initial post. Graded on depth of understanding (measured by warranted analysis & evaluation) and appropriateness of strategy chosen (measured by warranted purpose).</p> <p>Summative Assessment: Candidate presents a differentiated, literacy strategy based learning plan to class by modeling its purpose, affordances and constraints is graded with a rubric.</p> <p>Summative Assessment: Candidates compose an analytical essay examining what counts as literacy, how literacy changes in response to the new media landscape, and what value teachers should ascribe to the new forms of communication that are emerging online.</p>
4: Effective communication and collaboration partnerships	1-9	Introduced	Candidate examines & analyzes empirical and methods-based literature in order to propose a plan for access and mastery for all learners.	<p>Formative Assessment: Candidate posts in forum and responds to instructor and peer feedback on initial post. Graded on depth of understanding (measured by warranted analysis & evaluation) and appropriateness of strategy chosen (measured by warranted purpose).</p> <p>Summative Assessment: Candidate presents a differentiated, literacy strategy based learning plan to class by modeling its purpose, affordances and constraints is graded with a rubric.</p> <p>Summative Assessment: Candidates compose an analytical essay examining what counts as literacy, how literacy changes in response to the new media landscape, and what value teachers should ascribe to the new forms of communication that are emerging online.</p>
6: Using educational and assistive technology	9	Introduced	Candidate examines & analyzes empirical and methods-based literature in order to propose a plan for	<p>Formative Assessment: Candidate posts in forum and responds to instructor and peer feedback on initial post. Graded on depth of understanding (measured by warranted analysis & evaluation) and</p>

			access and mastery for all learners.	appropriateness of strategy chosen (measured by warranted purpose). Summative Assessment: Candidate presents a differentiated, literacy strategy based learning plan to class by modeling its purpose, affordances and constraints is graded with a rubric.
10: Preparation to teach English Language Learners	9	Introduced	Candidate examines & analyzes empirical and methods-based literature in order to propose a plan for access and mastery for all learners.	Formative Assessment: Candidate posts in forum and responds to instructor and peer feedback on initial post. Graded on depth of understanding (measured by warranted analysis & evaluation) and appropriateness of strategy chosen (measured by warranted purpose). Summative Assessment: Candidate presents a differentiated, literacy strategy based learning plan to class by modeling its purpose, affordances and constraints is graded with a rubric.
12: Behavioral, social, and environmental supports for learning	1-9	Introduced	Candidate examines & analyzes empirical and methods-based literature in order to propose a plan for access and mastery for all learners.	Formative Assessment: Candidate posts in forum and responds to instructor and peer feedback on initial post. Graded on depth of understanding (measured by warranted analysis & evaluation) and appropriateness of strategy chosen (measured by warranted purpose). Summative Assessment: Candidate presents a differentiated, literacy strategy based learning plan to class by modeling its purpose, affordances and constraints is graded with a rubric.
13: Curriculum and instruction of students with disabilities	9	Introduced	Candidate examines & analyzes empirical and methods-based literature in order to propose a plan for access and mastery for all learners.	Summative Assessment: Candidates compose an analytical essay examining what counts as literacy, how literacy changes in response to the new media landscape, and what value teachers should ascribe to the new forms of communication that are emerging online. Formative Assessment: Candidate posts in forum and responds to instructor and peer feedback on initial post. Graded on depth of understanding (measured by warranted analysis & evaluation) and appropriateness of strategy chosen (measured by warranted purpose). Summative Assessment: Candidate presents a differentiated, literacy strategy based learning plan to class by modeling its purpose, affordances and constraints is graded with a rubric.
14: Creating healthy learning environments	1-9	Introduced	Candidate examines & analyzes empirical and methods-based literature in order to propose a plan for	Formative Assessment: Candidate posts in forum and responds to instructor and peer feedback on initial post. Graded on depth of understanding (measured by warranted analysis & evaluation) and

access and mastery for all learners.

appropriateness of strategy chosen (measured by warranted purpose).

Summative Assessment: Candidate presents a differentiated, literacy strategy based learning plan to class by modeling its purpose, affordances and constraints is graded with a rubric.

Summative Assessment: Candidates compose an analytical essay examining what counts as literacy, how literacy changes in response to the new media landscape, and what value teachers should ascribe to the new forms of communication that are emerging online.

Future courses will incorporate these and other CCTC General Standards for Special Education.

Teaching Performance Expectations

The Teaching Performance Expectations (TPEs) describe the set of knowledge, skills, and abilities that candidates for a Multiple or Single Subject Teaching Credential are expected to demonstrate. While linked to a core set of California State Standards for the Teaching Profession, all students seeking a credential will be required to show evidence of meeting these expectations. This course incorporates the following standards and Teaching Performance Expectations:

TPE	Unit	I or R	Description	Assessment
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction	5 - 10	Introduced	Candidate practices integrating strategies for engagement, comprehension, and construction of knowledge for content instruction to engage all learners and facilitate content understanding.	Summative Assessment: Candidate presents a literacy strategy based learning plan to class, modeling its purpose, affordances and constraints is graded with a rubric.
TPE 3A: Interpretation and Use of Assessments: Classroom	8 - 10	Reinforced (EDUC518)	Candidate synthesizes readings on assessment, reports key ideas and links to a strategy to scaffold aspects of assessment for literacy development.	Formative Assessment: Candidate posts in forum and responds to instructor and peer feedback on initial post. Graded on depth of understanding (measured by warranted analysis & evaluation) and appropriateness of strategy chosen (measured by warranted purpose). Summative Assessment: Candidate presents a literacy strategy based learning plan to class that includes modes of classroom assessments, modeling its purpose, affordances and constraints. This assessment is graded with a rubric.
TPE 4: Making Content Accessible	1-10	Introduced	Candidate examines & analyzes empirical and methods-based literature in order to propose a plan for access and mastery for all learners.	Formative Assessment: Candidate posts in forum and responds to instructor and peer feedback on initial post. Graded on depth of understanding (measured by warranted analysis & evaluation) and appropriateness of strategy chosen (measured by warranted purpose). Summative Assessment: Candidate presents a differentiated, literacy strategy based learning plan to class by modeling its purpose, affordances and constraints is graded with a rubric. Summative Assessment: Candidates compose an analytical essay examining what counts as literacy, how literacy changes in response to the new media landscape, and what value teachers should ascribe to the new forms of

TPE 5: Student Engagement	3	Introduced & Reinforced (EDUC518)	Candidate aligns core content standards with a content area curriculum and proposes strategies with rationale and learning theory driving choice.	communication that are emerging online. Summative Assessment: Candidate presents a differentiated, literacy strategy based learning plan to class by modeling its purpose, affordances and constraints is graded with a rubric.
TPE 6: Developmentally Appropriate Teaching Practices	1-5	Introduced & Reinforced (EDUC518)	Candidate applies learning theory to appropriate selection of literacy development strategies based on knowledge of students.	Summative Assessment: Candidate presents a differentiated, literacy strategy based learning plan to class by modeling its purpose, affordances and constraints is graded with a rubric.
TPE 7: Teaching English Learners	9	Introduced	Candidate distinguishes between concepts, vocabulary, and applies varied instructional strategies to promote academic language for all learners.	Summative Assessment: Candidate presents a differentiated, literacy strategy based learning plan to class by modeling its purpose, affordances and constraints is graded with a rubric.
TPE 9: Instructional Planning	5 - 10	Introduced	Candidate evaluates, develops, and cultivates literacy skills, experiences, and assessments for and among digital, print, and brick and mortar contexts.	Summative Assessment: Candidate presents a differentiated, literacy strategy based learning plan to class by modeling its purpose, affordances and constraints is graded with a rubric.
TPE 11: Social Environment	1	Reinforced (EDUC 516 & 518)	Candidate participates in learning material beyond scope of social understanding and de-briefs implications for creating social environment conducive for all learners.	Formative Assessment: Candidate posts in forum and responds to instructor and peer feedback on initial post. Graded on depth of understanding (measured by warranted analysis & evaluation) and appropriateness of strategy chosen (measured by warranted purpose). Summative Assessment: Candidates compose an analytical essay examining what counts as literacy, how literacy changes in response to the new media landscape, and what value teachers should ascribe to the new forms of communication that are emerging online.

Future courses will focus on these standards and Teaching Performance Expectations.

NAMLE Core Principles of Media Literacy Education

The National Association for Media Literacy Education (NAMLE) has established the Core Principles of Media Literacy Education in the United States, which are linked to the California State Standards for the Teaching Profession, the National Council for the Accreditation of Teacher Education, and state core content curriculum standards throughout the country.

This course integrates components of the following NAMLE Core Principles of Media Literacy Education:

1. Media Literacy Education requires active inquiry and critical thinking about the messages we receive and create.
2. Media Literacy Education expands the concept of literacy (e.g., reading and writing) to include all forms of literacy.
3. Media Literacy Education builds and reinforces skills for learners of all ages. Like print literacy, those skills necessitate integrated, interactive, and repeated practice.
4. Media Literacy Education develops informed, reflective, and engaged participants essential for a democratic society.
5. Media Literacy Education recognizes that media are part of culture and function as agents of socialization.
6. Media Literacy Education affirms that people use their individual skills, beliefs, and experiences to construct their own meanings from media messages.

Future courses will also focus on these Core Principles of Media Literacy Education.

ISTE Standards for Global Learning in the Digital Age

The International Society for Technology in Education (ISTE) has established educational technology standards for students, teachers, administrators, coaches, and computer science teachers with the understanding that technology is dramatically changing society, learning, and schooling (visit <http://www.iste.org/standards>). The ISTE Standards for Teachers (ISTE Standards•T) are explicitly addressed in this course and are linked to the California State Standards for the Teaching Profession, the National Council for the Accreditation of Teacher Education, and state core content curriculum standards throughout the country.

This course integrates components of the following ISTE Standards•T:

1. Teacher candidates will use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
2. Teacher candidates will design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the ISTE Standards for Students (ISTE Standards•S).
3. Teacher candidates will exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
4. Teacher candidates will understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
5. Teacher candidates will continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital strategies and resources.

Future courses will also incorporate these ISTE standards.

COURSE REQUIREMENTS AND GRADE DISTRIBUTION TABLE**Assignment 1: Class Time - Seminar Participation**

Class attendance and discussion participation are mandatory in the weekly 2.5-hour Seminars during Weeks 1-15. Small and whole group discussions will occur at every class meeting and students are expected to fully participate. Students are also encouraged to ask questions and actively participate in both planned and impromptu class discussions, so long as the discussion forwards the purpose of the class. Students will not be awarded credit for Seminar unless they are in front of a fully functioning computer/monitor with a working video camera and microphone or telephone. In Unit 8 all candidates will share feedback to help refine the final lesson plan. In Unit 10 candidates will make final presentations. Plan to possibly spend more than 2.5 hours during Class Time in Weeks 11 and 15 in order to ensure all candidates have sufficient time to make presentations and receive commentary. (Credit/No Credit)

Assignment 2: Unit-Based Self-Reflection and Assessment

For Unit 1, candidates are asked to write a 2-3 page, double-spaced, APA-style (or 4-6 minute video, ± 10 seconds) self-assessment and reflection recalling what s/he remembers about the use of technology in her/his own professional (past or current classroom) or personal (e.g. K-12, undergraduate, graduate) educational learning and teaching experiences. (Due Week 2 - 100 possible points)

Assignment 3: Learning Plans and Collaborative Feedback Forums

In each of Weeks 4-11, candidates will focus on a strategy or set of strategies that could be used to improve their ability to facilitate learning. The candidate will pick one learning objective to accomplish with students in either his/her actual class (if you are currently teaching) or with a class or group of students (if you are observing) and develop lesson plans (learning plans) that incorporate the use of multimedia strategies. Candidates taking this course during the summer may develop their lessons based on an experience with students in any summer setting where instruction is taking place. Those candidates who are unable to teach and video record their lessons with students will develop lessons to meet an identified objective and use multimedia strategies to develop an instructional video presentation that would be viewed by students online. Candidates will choose three multimedia strategies (your choice) and rework one of those learning plans (4 plans in total) to result in a plan that harnesses one strategy to help facilitate learning.

Forums are provided in Weeks 4, 6, and 8. As candidates write their first three learning plans or post their videos, they are expected to share their plans with their instructor and peers by posting DRAFT copies of their plans/videos in the Forum. Your instructor and peers will read/watch your submissions and provide candidates with comments regarding the strengths of the plan as well as provide feedback regarding concerns, questions, and suggestions to improve or clarify the plan. These comments should help candidates revise or improve their lesson plans.

Each candidate is expected to read and provide feedback to at least three peers in each of the three Forums. Candidates will review the posted comments and finalize their lesson plans. Revised plans must be uploaded to your instructor prior to Class Time in Week 11. Although the Forums are ungraded assignments, all candidates are expected to participate. Providing input to peers is an important element in the development of Learning Communities and Critical Friends Groups.

In Week 11, candidates will submit one final learning plan (Plan #4). This plan is also a draft and should reflect improved planning. During Class Time in Week 11, candidates will provide feedback to peers regarding how best to use a multimedia strategy to improve students' opportunities to achieve instructional goals. The feedback given during this Class Time session will provide candidates input they should incorporate in their final learning plan assessment for this course. **Week 11 Class Time will be scheduled for AT LEAST 2.5 hours but all candidates should plan to be present in class to provide all classmates time to share their final learning plan and receive feedback from their peers.** (400 points - 100 points for each learning plan).

Assignment 4: Final Project - Lesson Plan, Instructional Video, and Analysis Paper

In Week 11, candidates will meet in small groups and share their final ideas. Candidates will be responsible for providing feedback to at least **three** other **people** about their plans, giving them suggestions for how to strengthen the way they use the strategies to reach their learning objective. Candidates will take the feedback they receive and select ONE, now fully refined, plan to implement and video record with his/her class or group of students before Week 15 or develop an instructional video appropriate for presentation in the candidate's classroom or online for students to view.

Candidates will:

- Rewrite the lesson plan to incorporate the multimedia strategy;
- Teach it to a live or virtual class; and
- Use the reflection questions below to discuss how this modified plan worked or was received.

Candidates will submit a 10-minute (\pm 30 seconds) video segment demonstrating the implementation of the final lesson. The segment must highlight the use of the multimedia strategies. Candidates will have discussed various ways to implement the lesson with her/his group during Class Time in Week 11. The video segment will be incorporated into a Pecha Kucha presentation showing how the multimedia strategies were used to better ensure students have access to high levels of instruction and meet their learning objectives.

Prior to class in Week 15, candidates must submit their final plan, video segment, and a 5-6 page, double-spaced analysis paper (written in APA style) or 10-minute (\pm 30 seconds) video analysis documenting what the learning objective was, describing the strategies selected and discussing why the strategy was selected to help students achieve the learning objective. In the written or video analysis consider what you know about your students and what you, as the teacher did with the new media strategy. Describe the actions you took, the results, and what you learned from the assignment.

(Weeks 11-15, Up to 400 points - 100 points for the final learning plan, 100 points for the analysis paper or video, 100 points for the instructional video segment, and 100 points for the final Pecha Kucha presentation)).

Required Texts

Various articles will be assigned for each unit, as indicated in the unit outlines in this syllabus. Candidates are responsible for locating and downloading the article by using the USC Library Databases available free to all USC students at: <http://www.usc.edu/libraries/>

COURSE LOAD

The MAT programs adhere to the Carnegie standard for course workload. The expected weekly "**Class Time**" or **contact hours** for a course of this length and credit value is 2.0 hours (for a total of 20 hours). The expected weekly "**out of class**" workload for this course is approximately 6 hours (for a total of 60 hours). The following provides a description of the Class Time activities and Out-of-Class assignments that fulfill these requirements for this course.

Class Time

This class meets once a week for 2.0 hours. All candidates should plan for additional time in Weeks 11 and 15. (A minimum of 20 hours).

Out-of-Class Assignments

The out of class workload for this course is approximately 6 hours per week (60 hours total). Out of class assignments include:

- WEEKLY READINGS (approximately 3 hours weekly/30 hours total)
- MULTIMEDIA ASSIGNMENTS (approximately 3 hours weekly/30 hours total)

Final course grades are based on the following ranges:

A 100-95%	B+ 89-86%	C+ 79-76 %	D+ 69-66%	F 59-0%
A- 94-90%	B 85-83%	C 75-73%	D 65-63%	
	B- 82-80%	C- 72-70%	D- 62-60%	

DISTANCE LEARNING

This course is offered both on-line and on campus; the activities, expectations and requirements are identical between the two versions. The on-line course is conducted through a combination of real time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class sessions. About 70% of the course will occur asynchronously. All candidates will be required to complete assignments on-line, in the field and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements.

By this point in the program, candidates' level of technical competence should include basic knowledge of the Internet. They should have an account on, at least, one site that allows people to interact with one another (e.g. Facebook, MySpace, Skype, etc.). Basic tasks will include posting attachments, opening and posting discussion forums and uploading assignments including video clips (the mechanics of this will be reviewed). As in past courses, candidates will need to be able to video record their interactions with candidates (which may be accomplished through the use of a portable micro video camera) and upload edited versions (time limited) of their work. In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, Power Point, and Excel, and basic Internet surfing.

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the Course Wall, e-mails, course calendars, and Forums, the instructor will maintain ongoing communication with candidates. These strategies also provide candidates with a variety of ways to contact the instructor, share their ideas, comments and questions through private and public means. In addition, candidates will be made aware of real-time opportunities to engage in discussions with the instructor and their fellow classmates. The Course Wall provides a place for the instructor to share new information and new postings. Due dates will automatically appear both on a student's homepage and in their calendar.

E-mail and chat will be the primary forms of immediate communication with the instructor. E-mail will be checked on a daily basis during the weekdays and will be responded to within 48 hours. The course calendar provides candidates with assignment due dates and notification of scheduled office hours for all faculty members teaching this course. Candidates may attend office hours with any instructor; however, if a student has a specific question about assignments or coursework, it is preferable to attend office hours with your instructor of record.

The Forum and Course Wall provide candidates a place to post questions, comments, or concerns regarding readings and assignments at any time for the duration of the course. In addition to weekly Class Time sessions, the Wall is the primary location for candidates to communicate their learning with one another. It will be open at all times for postings and reactions.

All required materials will be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point. All links and attachments will be checked weekly for updates.

In the Event of Technical Breakdowns

Candidates may submit assignments to the instructor via e-mail by the posted due date. Remember to back up your work frequently, post papers on the LMS (Learning Management System) once completed, load files onto a backup disk drive, and keep a hard copy of papers/projects.

Standards of Appropriate Online Behavior

The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material, SPAM to the class, use offensive language or online flaming. For more information, please visit: <http://www.usc.edu/student-affairs/SJACS/>

ACADEMIC ACCOMMODATIONS

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the university's educational programs and activities. Although USC is not required by law to

change the “fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates,” the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty members serving in a teaching capacity to ensure the university’s compliance with this policy.

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 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. The phone number for DSP is (213) 740-7766.

ACADEMIC INTEGRITY

The University’s Student Conduct Code articulates violations that are most common and readily identifiable. Conduct violating university community standards that is not specifically mentioned still may be subject to disciplinary action. General principles of academic honesty include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All candidates are expected to understand and abide by these principles.

Sanctions for violations of the university Student Conduct Code are assessed appropriately for the cited violation. Sanctions will be considered in light of candidates’ entire conduct records at the university and will be designed to hold candidates accountable for their actions and the resulting or potential consequences of such actions, to promote the educational well-being of candidates and to protect the educational environment of the university and the safety of its community.

All academic integrity violations will result in an academic consequence. Failure to comply with the terms of any imposed sanctions may be considered an additional violation.

Scampus, the USC student guidebook contains the Student Conduct Code and information on Academic Integrity. It is the student’s responsibility to be familiar with and abide by these guidelines, which are found at: <http://web-app.usc.edu/scampus/>

A summary of behaviors violating University standards can be also found at: <http://web-app.usc.edu/scampus/1100-behavior-violating-university-standards-and-appropriate-sanctions>

INCOMPLETES

IN – incomplete (work not completed because of documented illness or some other emergency occurring after the eighth week of the semester; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam); IX – lapsed incomplete.

Conditions for Removing a Grade of Incomplete

If an IN is assigned as the student’s grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date and the weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the eighth week of the term. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

Time Limit for Removal of an Incomplete

One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered “lapsed,” the grade is changed to an “IX” and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

COURSE AND ASSIGNMENT OVERVIEW

Unit	Assignments	Due Days	Points
1: Overview of Multimedia: The Conceptual Framework	<ul style="list-style-type: none"> Unit readings Self-Reflection and Assessment Seminar Participation 	<ul style="list-style-type: none"> The day before Class Time The day before Class Time Class Time 	<ul style="list-style-type: none"> 100 C/NC
2: Visual Artifacts: Images and Photographs	<ul style="list-style-type: none"> Unit readings/resources Seminar Participation 	<ul style="list-style-type: none"> The day before Class Time Class Time 	<ul style="list-style-type: none"> C/NC
3: Visual Artifacts: Video	<ul style="list-style-type: none"> Unit readings/resources Learning Plan 1 and LP Feedback Forum Seminar Participation 	<ul style="list-style-type: none"> The day before Class Time The day before Class Time Class Time 	<ul style="list-style-type: none"> 100 C/NC
4: Auditory Artifacts	<ul style="list-style-type: none"> Unit readings/resources Seminar Participation 	<ul style="list-style-type: none"> The day before Class Time Class Time 	<ul style="list-style-type: none"> C/NC
5: Blogs and Wikis	<ul style="list-style-type: none"> Unit readings/resources Learning Plan 2 and LP Feedback Forum Seminar Participation 	<ul style="list-style-type: none"> The day before Class Time The day before Class Time Class Time 	<ul style="list-style-type: none"> 100 C/NC
6: Games, Simulations and Virtual Worlds	<ul style="list-style-type: none"> Unit readings/resources Seminar Participation 	<ul style="list-style-type: none"> The day before Class Time Class Time 	<ul style="list-style-type: none"> C/NC
7: Web 2.0 and Social Media: Uses and Constraints	<ul style="list-style-type: none"> Unit readings Learning Plan 3 and LP Feedback Forum Seminar Participation 	<ul style="list-style-type: none"> The day before Class Time The day before Class Time Class Time 	<ul style="list-style-type: none"> 100 C/NC
8: Using Tools to Engage Students in Performance Assessment and Reflective Learning	<ul style="list-style-type: none"> Unit readings Learning Plan 4 and LP Feedback Discussion Seminar Participation 	<ul style="list-style-type: none"> The day before Class Time The day before Class Time Class Time 	<ul style="list-style-type: none"> 100 C/NC
9: Assistive Technologies to Differentiate Instruction for All Students	<ul style="list-style-type: none"> Unit readings/resources Seminar Participation 	<ul style="list-style-type: none"> The day before Class Time Class Time 	<ul style="list-style-type: none"> C/NC
10: Teaching and Presenting the Final Learning Plan	<ul style="list-style-type: none"> Final Learning <i>Pecha Kucha</i> Presentation Final Video Segment Final Learning Plan and Analysis Paper or Video Seminar Participation 	<ul style="list-style-type: none"> Class Time The day before final Class Time The day before final Class Time Class Time 	<ul style="list-style-type: none"> 100 100 200 C/NC

Total Points = 900

UNIT 1, WEEKS 1-2

Overview of Multimedia – The Conceptual Framework

INTRODUCTION

We emphasize that good lesson planning skills are a critical part of teaching. Traditionally, lesson planning activities segment into several major activities: motivational, teacher-driven, student-driven, culmination, and extension. With the introduction and adoption of National Common Core Standards, the requirement to include new media and multimedia literacy skills are no longer optional. Using media and technology not only enhance lessons, they are a necessary component for lesson delivery that will lead to students to successfully meet the Standards. This unit reviews the strategies and techniques in developing lesson plans, including media literacies, to be delivered in the traditional classroom setting. In this unit we will also introduce a conceptual framework for organizing our understanding of the relationship between media and technology strategies and facilitating learning.

GOALS AND OBJECTIVES

Upon completing this Unit, candidates should be able to:

- Explain what a broader definition of literacy includes with respect to technology and media;
- Review frameworks for lesson planning that includes media literacies.
- Describe three (3) types of media-based strategies, beyond what has been used on 2SC to facilitate learning.

REQUIRED READINGS

To be completed prior to Class Time:

1. McPherson, S., Wang, S., Hsu, H., & Tsuei, M. (2007). New Literacies Instruction in Teacher Education. *TechTrends*, 51(5), 24-31. Retrieved March 4, 2010, from Sciences Module. (Document ID: 1364036071).
2. New London Group (1996). A Pedagogy of Multiliteracies: Designing Social Futures. *Harvard Educational Review*, 66(1), 60-93.
3. Vasko, F., & Peterson, W. (2007). Can Teachers Trust the World Wide Web for Classroom Lesson Plans? *TechTrends*, 51(5), 53-54. Retrieved March 4, 2010, from Sciences Module. (Document ID: 1364036131).
4. Zhao, Y., et. al. (2002). Conditions for classroom technology innovations. *Teachers College Record*, 104 (3), 482-515.

Review these resources:

1. ISTE Standards for Teachers
2. ISTE Standards for Students
3. Common Core State Standards in your Content Area and Grade Level – Identify Instructional Technology Features of these Standards.

ACTIVITIES

- Complete a 2-3 page APA-style reflection addressing your earliest memory of a use of technology in your classroom and self-assessment of your facility with technology for the purposes of teaching. What was the technology? How was it used? What did you think about it at the time? – Due the day before Class Week 2
- Class Time: Seminar Participation

UNIT 2, WEEK 3

Visual Artifacts: Images and Photographs

INTRODUCTION

We begin reviewing some basic strategies: using visual images to help facilitate learning. For this and other strategies we start by asking, “**What is this strategy, how does it work, and what’s good about it?**” We’ll discuss **the dominant and free options** for this type of strategy, and **any data or accessibility issues or limitations**.

We will then review **some good examples** of the use of this strategy and **dissect what makes them good**. We’ll explore **how you** physically incorporate visual images into your work **and how you help your students** learn to use this strategy. We’ll explore how you would **assess the effectiveness** of any strategy against your learning goals. As with all the strategies, we’ll look at any **ethical considerations** related to the use of the strategy. In this case, we will explore the concept of *Fair Use*.

GOALS AND OBJECTIVES

Upon completing this Unit, candidates should be able to:

- Evaluate visual artifacts for usefulness;
- Weave artifacts into a presentation (e.g., Photoshop, PowerPoint, Prezi, Popplet, etc.)

REQUIRED READING

To be completed prior to Class Time:

1. Review these resources about **PowerPoint**:
 - a. The Gettysburg PowerPoint Presentation: <http://norvig.com/Gettysburg>
 - b. Life After Death by PowerPoint 2012 by Don McMillan: <http://www.youtube.com/watch?v=MjcO2ExtHso>
 - c. Using PowerPoint Presentations in Writing Classes: http://technologysource.org/article/using_powerpoint_presentations_in_writing_classes/
2. Review these resources on the topic of “fair use” and come to class ready to talk about the issues. Feel free to look for other resources on the topic and bring them to class.
 - a. Fair Use: <http://www.copyright.gov/fls/fl102.html>
 - b. Images and the Law: <http://www.pdimages.com/web9.htm>
 - c. The Common Sense of the Fair-Use Doctrine: chronicle.com/article/The-Common-Sense-of-the/128756
 - d. The Code of Best Practices in Fair Use for Media Literacy Education: <http://www.centerforsocialmedia.org/fair-use/related-materials/codes/code-best-practices-fair-use-media-literacy-education>
 - e. Fair Use & Media Literacy: An Overview: http://www.youtube.com/watch?feature=player_embedded&v=RcVMVDjOA_M

Under the Fair Use area of the law, copyrighted material can be used for teaching, research, or scholarship. It may also be used for editorials, criticism, or commentaries. Materials may also be used as part of news reporting. However, you must consider the portion of the copyrighted work you use.

ACTIVITIES

- Unit readings/resources
- Class Time: Seminar Participation

UNIT 3, WEEK 4**Visual Artifacts: Video****INTRODUCTION**

This unit presents the use of visual artifacts and in particular the use of video. Great video is about conveying an argument or a concept visually. Video can begin as a narration over a collection of existing photographs, but it can also be much more. **What is video, how does it work as a learning strategy, and what's good about it?** What are **the dominant and free options** for creating and using video, and **any data or accessibility issues or limitations?** We will look at **some good examples** of video being used to facilitate learning in a classroom and **dissect what makes them good**. We'll explore **how you** can use video to facilitate learning, and spend a little time looking at the production of a video **and how you help your students** learn to use video.

GOALS AND OBJECTIVES

Upon completing this Unit, candidates should be able to:

- Assess video for applicability to learning objectives;
- Embed video into a lesson;
- Create a video (e.g., using iMovie, Kaltura) and understand how to teach students to make videos.

REQUIRED ASSIGNMENTS

To be completed prior to Class Time:

1. Hull, G. (2003). At Last: Youth Culture and Digital Media: New Literacies for New Times. *Research in the Teaching of English*, 38(2), 229-233.
2. Review these resources:
 - a. Digital Story: <http://videoblognyit.blogspot.com/>
 - b. Using Video in Class: <http://www.facultyfocus.com/articles/instructional-design/using-shared-online-video-to-anchor-instruction-youtube-and-beyond/>
 - c. Teacher Tube: <http://teachertube.com/>

ACTIVITIES

To be completed to the day before Class Time:

- Unit readings/resources
- Learning Plan 1 and Forum (Forum may be completed the day after class)
- Class Time: Seminar Participation

UNIT 4, WEEK 5

Auditory Artifacts

INTRODUCTION

How many different strategies are there for using sound to facilitate learning? This section looks at the use of sound-based strategies, in particular the use of sound tracks and podcasts. **How do soundtracks and podcasts work as learning strategies, and what's good about them?** What are **the dominant and free options** for creating and using podcasts, and **any data or accessibility issues or limitations?** Where can you find podcasts for use in your classroom, and how are others using them?

GOALS AND OBJECTIVES

Upon completing this Unit, candidates should be able to:

- Locate and assess auditory strategies for applicability to learning objectives;
- Create podcasts for your classroom;
- Assess the effectiveness of your strategies on meeting your learning goals.

REQUIRED ASSIGNMENTS

To be completed to the day before Class Time:

1. Review these resources:
 - a. Apple Garage Band: <http://www.apple.com/ilife/garageband/>
 - b. Making a Podcast: <http://www.apple.com/itunes/podcasts/specs.html>
 - c. Audacity free open-source software for recording and editing sounds: <http://audacity.sourceforge.net/>
 - d. The Library of Congress site for podcasts: <http://www.loc.gov/rr/scitech/SciRefGuides/podcasting.html>
2. Other resources that might be worth a look:
 - a. <http://www.podcastforteachers.org/> (Fordham University Podcasting for Teachers)
 - b. <http://www.nationalgeographic.com/podcasts/> (National Geographic Podcasts)
<https://itunes.apple.com/us/podcast/national-geographic-weekend/id444555768> (iTunes podcasts of National Geographic podcasts)
 - c. <http://www.npr.org/podcasts/> (NPR)
 - d. <http://www.poetryoutloud.org/poems-and-performance/listen-to-poetry> (Poetry Out Loud: Listen to Poetry)
 - e. <https://itunes.apple.com/us/podcast/frontline-audiocast-pbs/id336934080?mt=2> (PBS Frontline Podcasts on iTunes)
 - f. <http://www.pbs.org/wgbh/nova/rss/podcasting.html> (NOVA Podcasts on Science)
 - g. <http://www.pbs.org/wgbh/amex/podcasts.html> (American Experience Podcasts)
 - h. <http://www.folkways.si.edu/tools-for-teaching/smithsonian> (Smithsonian Folkways - Strategies for Teaching)
3. Recommended Reading:
 - a. Bishop, M.J. & Sonnenschein, D. Designing with Sound to Enhance Learning: Four Recommendations from the Film Industry. *Journal of Applied Instructional Design*, 2(1), 5-16

ACTIVITIES

To be completed to the day before Class Time:

- Unit readings/resources
- Class Time: Seminar Participation

UNIT 5, WEEK 6**Blogs and Wikis****INTRODUCTION**

A web log, or “blog,” is generally a text-based opportunity for sharing opinion, information or daily accounts. This is a strategy that a teacher can consume (e.g., read) or produce (e.g., write). More and more teachers are using blogs, either to document their experiences, or as learning strategies – how are they doing it? When is blogging most effective as a learning strategy? What makes a good blog? How would you know if your blogging efforts were successful? In this Unit we will look at blogs, the information being shared and their use as an easy gateway to expert knowledge. By helping students learn to use blogs, post comments, and engage their authors, teachers can help students engage in critical conversations, and understand the process of reasoned discussion.

Wikis can be a highly collaborative strategy for learning. Like blogs, they start out text-based, and often involve links to other, related Web sites. More importantly, many people, with the idea that the presence of many eyes monitoring the content will keep the content on any given topic accurate and balanced, often author them. Does that work? Are wikis reliable? How might you use them, given some of these limitations?

GOALS AND OBJECTIVES

Upon completing this Unit candidates should be able to:

- Create a blog and describe ways that blogs can be used to support learning objectives;
- Understand how to help students make effective use as consumers and producers of blogs.
- Describe the strengths, possible uses and limitations of wikis as a strategy to facilitate learning;
- Describe what characteristics make some wikis more powerful as strategies than others;
- Create their own wiki, and know how to help their students create a wiki.

REQUIRED READING

To be completed prior to Class Time:

1. McGee, P. & Diaz, V. (2007). Wikis and Podcasts and Blogs! Oh, My! What Is a Faculty Member Supposed to Do? *EDUCAUSE Review* 42(5).
2. Review these resources:
 - a. Wikipedia - Blog: <http://en.wikipedia.org/wiki/Blog>
 - b. Free Technology for Teachers Blog: <http://www.freetech4teachers.com/p/creating-effective-blogs-websites.html#Uj4L1LxPurk>
 - c. Blogs on Education Trends: Edutopia: <http://www.edutopia.org/blogs/beat/education-trends>
 - d. Bloggers’ Rights (Electronic Frontier Foundation): <https://www.eff.org/bloggers>
3. Engstrom, M. & Jewett, D. (2005). Collaborative Learning the WikiWay. *TechTrends*, 49(6), 12-15, 68.
4. Review these resources
 - a. Examples of Educational Wikis: <http://educators.pbworks.com/Best-practices-and-examples>
 - b. Digital Giants - Jimmy Wales: http://news.bbc.co.uk/2/hi/in_depth/sci_tech/digital_giants/8564348.stm
 - c. Classroom Book Talks Wiki: <http://classroombooktalk.wikispaces.com/home>
 - d. Wikipedia – Wiki: <http://en.wikipedia.org/wiki/Wiki>

ACTIVITIES

To be completed to the day before Class Time:

- Unit readings/resources
- Learning Plan 2 and Forum Feedback (Forum may be completed the day after class)
- Class Time: Seminar Participation

UNIT 6, WEEKS 7-8**Games, Simulations and Virtual Worlds****INTRODUCTION**

Games, simulations, and virtual worlds are learning environments which require the player to use knowledge, make decisions, problem solve and create to engage in immersive, experiential and interactive play. When used in the classroom setting they can support development of traditional literacies, disciplinary literacies and new media literacies. A new learning model, connected learning, has emerged in relationship to the use of digital media in the classroom. This week we will explore learning theory and the connected learning model, student acquisition of traditional, disciplinary and new media literacies and the way students learn with games, simulations and virtual worlds. To accomplish this requires active experience with these learning environments and self reflection on the learning experiences. You will explore social, interpersonal, cultural, instructional, and technical implications of these environments and thoughtfully explore how the application of these learning environments in the classroom can support student learning both practically and effectively

GOALS AND OBJECTIVES

Upon completion of this Unit candidates will be able to:

- Experience, explore and reflect on how they learn when engaged in games, simulations and virtual worlds, especially those that provide disciplinary content.
- Analyze and relate to learning theory how K-12 students learn from a specific game, simulation or virtual world.
- Apply the Principles of Connected Learning to supporting learning in their own classroom with games, simulations and virtual worlds

REQUIRED READING/VIEWING

To be completed the day before Class Time:

1. MacArthur Foundation (2012). Connected Learning. Retrieved from <http://connectedlearning.tv/connected-learning-principles>
2. View these videos:
 - a. Cultural Anthropologist Mimi Ito: <http://vimeo.com/47111399>
 - b. Game Designer Katie Salen: http://www.youtube.com/watch?v=Wk_OfUHpCbM-t=32
 - c. Professor and Linguist James Gee: <http://video.pbs.org/video/1767377460>; <https://vimeo.com/15732568>

ACTIVITIES

To be completed the day before Class Time:

- Engage in at least 2 of the following games, simulations and virtual worlds. Report out in the appropriate discussion group on 2sc and be prepared to discuss your experience in class:
 - K-5: Club Penguin, Virtual World: <http://www.clubpenguin.com/>
 - ELA 6-12: Google Lit Trips, Simulation: <http://www.googlelittrips.com/>
 - ELA 5-12: Xenos, Virtual World: <http://www.xenos-isle.com/>
 - ELA/History 4-9: Minecraft, Virtual World: <https://minecraft.net/>
 - History 5-8: Mission-US, Game <http://www.mission-us.org/pages/mission-us-in-the-classroom>
 - Math 3-8: Math Blaster, Game, Virtual World: <http://www.mathblaster.com>
 - Math 6-12: Lure of the Labyrinth., Game: <http://labyrinth.thinkport.org/www/>
 - Science 7-12: Crayon Physics, Game: <http://www.crayonphysics.com/>
 - Science 5-12: PhETphet Colorado, Simulations: <http://phet.colorado.edu/>
- Class Time: Seminar Participation
- Learning Plan 3 Week 8 and Forum (Forum Feedback may be completed day after Class Time)

UNIT 7, WEEKS 9-10**Web 2.0 and Social Media – YouTube, Twitter, Instagram, Facebook, Snapchat: Uses and Constraints****INTRODUCTION**

This Unit looks at Web 2.0, user-generated content. We'll look at how it is developed, its method of distribution and its culture. YouTube and Facebook in particular have become cultural phenomena as viral distribution mechanisms, platforms and social media. But are they appropriate teaching strategies? Both are redrawing the line between what is public and what is private. Are these strategies better left at home or can they be effectively harnessed in a classroom?

GOALS AND OBJECTIVES

Upon completing this Unit candidates should be able to:

- Understand the innovations represented by Web 2.0;
- Evaluate social media tools for learning effectiveness; and
- Develop ways to help students understand the risks and benefits of the viral distribution mechanisms of these strategies.

REQUIRED READING

To be completed the day before Class Time:

1. Mazer, J., Murphy, R., & Simonds, C. (2009). The Effects of Teacher Self-Disclosure via *Facebook* on Teacher Credibility, *Learning, Media, and Technology*, 34(2), 175-83..
2. Review these sites/resources:
<http://www.pewinternet.org/2018/05/31/teens-social-media-technology-2018/>

ACTIVITIES

To be completed the day before Class Time:

- Unit readings/resources
- Class Time: Seminar Participation

UNIT 8, WEEKS 11-12**Using Tools to Engage Students in Performance Assessment and Reflective Learning****INTRODUCTION**

This unit explores how teachers and students can actively evaluate and assess their growth and academic achievement as learners through the uses of technology tools. We look at a collection of strategies: polling and online surveys for pre-assessment, digital portfolios, and clickers and student participation systems. Each strategy will be examined with a different approach to engaging learners in reflective learning. Your task is to continue to apply the “what is it, how is it used, what are its limitations, and how do I assess its effectiveness relative to my learning plans?” rubric to each of them as you continue to look for strategies to assist you with your lesson planning.

GOALS AND OBJECTIVES

Upon completing this Unit candidates should be able to:

- Understand how each of the strategies above works and with what kind of learning and assessment tasks it may be most helpful.
- Integrate teacher and student self-reflection about learning activities into their secondary content-based, standards driven curriculum by using digital portfolios and other performance assessment technologies to evaluate one’s own learning.

REQUIRED ASSIGNMENTS

To be completed prior to Class Time:

Maloy, Verock, Edwards, & Wolf. (2016). Chapter 11: Engaging students in performance assessment and reflective learning. *Transforming learning with new technologies*. Second Edition. Boston: Pearson/Allyn & Bacon.

ACTIVITIES

To be completed to the day before Class Time:

- Unit readings/resources
- Upload three (3) REVISED lesson plans and one (1) UNREVISED DRAFT (i.e., a **fourth**) lesson plan.
- Class Time: Seminar Participation - Reminder – Class Time could be longer week 11. All students will share their lesson plans and classmates will provide feedback.

To be completed the day after Class Time:

1. Note: Once feedback from colleagues is received, candidates will choose one of the plans, modify it based on the feedback received (if you think the feedback is relevant), implement the plan, video record yourself working with your students (if possible), and prepare an analysis paper or video.
2. Each candidate will submit a portfolio including their final REVISED (i.e. a **fifth**) lesson plan, 10-minute video segment, and analysis paper or video in Week 15.

UNIT 9, WEEK 13**Assistive Technologies to Differentiate Instruction for All Students****INTRODUCTION**

The purpose of this unit is to determine the ways in which computer technologies may expand how teachers can fashion teaching and learning so that all students have the chance to learn and to demonstrate what they have learned in regular and special education classrooms. Through its focus on differentiated instruction and universal design for learning, this unit reviews a range of assistive digital tools that support successful learning for all students.

GOALS AND OBJECTIVES

Upon completing this Unit candidates should be able to:

- Design and develop digital learning experiences and assessments that are differentiated for all students by using assistive technologies that promote learning success.
- Understand how each of the strategies above works and with what kind of learning tasks it may be most helpful.

REQUIRED ASSIGNMENTS

To be completed prior to Class Time:

Maloy, Verock, Edwards, & Wolf. (2016). Chapter 10: Promoting success for all students through technology. *Transforming learning with new technologies*. Second Edition. Boston: Pearson/Allyn & Bacon.

ACTIVITIES

To be completed to the day before Class Time:

- Unit readings
- Class Time: Seminar Participation
- Outside of Class: Teach and record your lesson using multimedia literacy strategies

UNIT 10, WEEKS 14-15**Teaching and Presenting the Final Learning Plan****INTRODUCTION**

Each week we have talked about different applications of strategies to your learning situations. Here is where all candidates get to demonstrate and present what has been learned. This week candidates will plan and teach their final lesson and present how they incorporated the use of a multimedia strategy into their final lesson and class assignments. Each candidate will discuss what he or she has learned about teaching and learning using multimedia.

GOALS AND OBJECTIVES

Upon completing this Unit candidates should be have to:

- Taught their final lesson.
- Demonstrated an ability to incorporate a multimedia literacy strategy.
- Reflected upon their teaching based on their students' learning outcomes.
- Described what they have learned about using different technology and social media to improve their ability to facilitate learning.

ACTIVITIES

To be completed the day before Class Time:

- Recording of final learning plan lesson - All candidates will video record themselves teaching their final lesson this week. Be sure to record both yourself and your students (if any). Candidates who cannot video record themselves teaching in a classroom with students (summer term) will produce an instructional video that could be used to teach a group of students in a physical or virtual classroom
- All candidates will also turn in the portfolio of their final, REVISED lesson plan (highlighting the use of one strategy), the video segment of yourself (and perhaps your students) using the strategy to teach your students or teaching your students to use the strategy, and the written or video analysis of the experience
- Final Learning *Pecha Kucha* Presentation submitted.

To be completed the day of Class Time:

- During Class Time, candidates will present final portfolios to the students in the class. Each candidate will discuss the choices they made and share what they have learned about incorporating multimedia literacy strategies into their planning and teaching.
- Final Learning *Pecha Kucha* presented during class time.