

IML555: Digital Pedagogies

Spring, 2022

Thursdays, 1-3:50PM, SCI 209

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Course Description

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

Course Questions

1. How do shifts in epistemology (ways of knowing) impact pedagogy (ways of transmitting knowledge)?
2. What are the implications of emergent technologies for the university, its faculty and its students?
3. Are current institutions—governmental, legal, entertainment, journalistic, educational—which coalesced during the 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 or digital texts) and then move to more hands-on endeavors working on our own texts.

Course Texts (all provided on the course site and/or the USC Libraries)

Cheating Lessons: Learning From Academic Dishonesty, James Lang

Teaching to Transgress: Education as the Practice of Freedom, bell hooks (excerpts)

Learning Through Digital Media, Trebor Shultz, Ed

[*Hacking the Classroom*](#), Jentery Sayers and Mary Hocks, Eds

[*Digital Pedagogy in the Humanities*](#), MLA. Gold et al, Eds.



Grading Breakdown

Research Project (3-5 page overview) + Media-rich presentation: 20%

Reading responses: 20%

Statement of Teaching/Diversity Philosophy (drafted + revised): 15%

Structured Peer Review: 15%

Teaching + Research Portfolio: 30%

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 follow [KAIROS style guide](http://www.technorhetoric.net/styleguide.html) for citation purposes, which can be found here [<http://www.technorhetoric.net/styleguide.html>]. *Kairos* uses a modified APA format, whose general guidelines and many specific examples you can find here:

<http://owl.english.purdue.edu/owl/resource/560/01/>

Weekly Schedule:

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

JAN

Week 1: 1/13 Course introduction and guiding premises; Google classroom overview; discuss list of potential projects. For next time, please complete the 'intrographic' prompt. We'll use these to introduce ourselves next class. Read The New London Group's "[A Pedagogy of Multiliteracies: Designing Social Futures](#)," and post a brief response.

Week 2: 1/20: Reading discussion. For next time, please read Dennis Baron's "[From Pencils to Pixels: The Stages of Literacy Technology](#)," and respond to one of your colleague's posts.

Week 3: 1/27: Reading discussion, memorable educational moment discussion, and brief Scalar presentation. 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.

FEB

Week 4: 2/3: Reading discussion (*CL* Part I). Sign up for class facilitator date, starting with the 2/22 class. For next time, please read *CL* Part II (pp 55-128). Research project discussion cont'd.

Week 5: 2/10: Discuss *CL* Part II. For next time, please finish *CL* and read [Hacking the Classroom](#) (Sayers, Hocks, EDs).

Week 6: 2/17: Establish a research topic and post a brief overview of its area. For next time,

please read the following chapters in *Teaching to Transgress* (bell hooks): introduction, 1, 4, 5 and 6. View the parameters of the teaching statement.

Week 7: 2/24: Statement of Teaching Philosophy discussion. For next time, please read *Teaching to Transgress* chapters 10, 11, 12, and 14.

MAR

Week 8: 3/3: Reading discussion. Statement of Teaching Philosophy drafts viewed Diversity Statements, Research Statements.

Week 9: 3/17: SPRING BREAK: Work on teaching statement; submit your draft by 3/19.

Week 10: 3/24: 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, find one chapter of any of the provided anthologies (numbers III, IV or V) that interests you or serves your research topic or portfolio in any way, and post a brief response by class time.

Week 11: 3/31: Workshop Teaching Statements, cont'd. Work on Diversity Statements, Research Statements.

APR

Week 12: 4/7: Teaching statement work cont'd. Overview of Portfolio parameters. WP or Scalar workshop as needed.

Week 13: 4/14: Portfolio work, discussion of platforms, specific items, revisions.

Week 14: 4/21: Cont'd portfolio work, discussion of platforms, specific items, revisions.

Week 15L 4/28: LAST CLASS: Course evals, project updates (e.g. brief overview of portfolio contents, and platform).

FINALS: Party TBD. All revised work due on course wiki.