**MST 4049 Literacy and Technology**

Dr. Detra Price-Dennis

Spring 2019: Monday 1-3pm

Room: GDH 281

**Online Modules** (asynchronous): February 18 & April 22

**Office Hours**: Monday 10:00-11:30am; Wednesday 2:00pm-3:30pm

Sign-Up: [price-dennis.youcanbook.me](https://price-dennis.youcanbook.me/)

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**Course Overview**

In recent years our understanding of literacy and technology has been challenged and revised to account for practices that occur in multiple contexts across diverse communities. As policy makers, researchers, Ed tech companies, data analysts, students, and educators’ express interest, hopes, and concerns about the teaching and learning with digital tools, we will use this course as a space to investigate research, curriculum and policy as it relates to literacy and technology.

With a clear recognition that literacy and technology are multifaceted phenomena, we will explore the following questions:

* What does the term digital literacies mean in the context of K-12 education?
* What methodologies do researchers use to learn about digital literacies in and out-of-school contexts?
* What is the relationship among literacy, technology, pedagogy, curriculum development, and policy?
* What are the affordances of engaging in digital literacy practices?
* What should a research, curriculum, or instructional design agenda include to promote equity within literacy and technology?

**Course Objectives:**

Students will learn and be able to:

1. Articulate how literacy, learning, and pedagogical approaches are changing as a result of technological innovations;
2. Compare and contrast the affordances of digital tools to promote inquiry, collaboration, accessibility, multimodal production, and the curation of student learning;
3. Understand various ways teaching practices can foster democratic values through digital and civic participation;
4. Explore literacy and technology from a broad, holistic perspective in order to define or redefine your philosophy as it relates to digital literacies;
5. Select a trend or issue that relates to literacy and technology and be able to articulate research contributions that relate to the issue, form your own synthesis, and establish conclusions drawn from your application of this issue in the field;
6. Compare and critically evaluate different approaches, conceptualizations, theories, methods, and sources that relate to the study and understanding of literacy and technology in its many contexts.

**Texts:**

**Required Texts:**

1. Lankshear, C. & Knobel, M. (2013). *A new literacies reader: Educational perspectives.* New York, NY: Peter Lang.
2. Mills, D. K. A. (2015). *Literacy theories for the digital age: social, critical, multimodal, spatial, material and sensory lenses*. Retrieved from <https://ebookcentral-proquest-com.tc.idm.oclc.org>.

**Recommended Text:**

Mims, C., & Anderson, R. S. (2014). *Handbook of Research on Digital Tools for Writing Instruction in K-12 Settings*. Hershey, PA: Information Science Reference (ebook)

Knobel, M. (2008). *Digital literacies: Concepts, policies and practices* (Vol. 30). Peter Lang.

**Additional required reading:**

There will be additional readings each week of this course that will be available on Canvas.

**Course Assignments**

Schedule of topics, readings, and due dates

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topics** | **Readings** | **Assignments Due** |
| January 28 | What is literacy?  What are new literacies?  What are digital literacies? | NLR: Introduction  Street, 2003 | Artifact |
| February 4 | New literacies in the digital age  **Workshop**: MASCLab | LTDA: Ch. 1  Mills, 2010 |  |
| February 11 | Online Module:  Exploring multimoldity in community contexts | NLR: Ch. 6  LTDA: Ch. 4  Vasudeavan, 2010 | Flipgrid Post  Vectr Post |
| February 18 | Digital literacies in teacher education | Hutchison & Reinking, 2011  Selgam & Garcia, 2015 | Group Presentation |
| February 25 | Digital literacies in elementary classrooms  **Field-trip:** TBA | Montgomery, 2014  Price-Dennis, Holmes, & Smith, 2015 | Group Presentation |
| March 4 | Digital Literacies in secondary schooling  **Guest Speakers:** HS Communications and Media | NLR: Ch. 1  Batchelor, 2015  Castek, J., & Beach, R. (2013) | Group Presentation |
| March 11 | Equity, literacy, and technology | Mirra, Filipiak, & Garcia, 2015  Price-Dennis & Carrion, 2017 | Group Presentation |
| March 18 | Spring Break  No Class | | |
| March 25 | Policy and Curriculum Development | NCTE Position Statement  TBA | Group Presentation |
| April 1 | Socio-spatial literacies, Data, & Ethics  **Guest Speaker:** Prof. Charles Lang | LTDA: Ch. 5  Lang: TBA | Podcast |
| April 8 | Field-work  No Class | | |
| April 15 | Learning from culturally and linguistically diverse learners  **Guest Speaker:** Selena Carrion | Price-Dennis, 2016  Garcia et al, 2015 | Infographic |
| April 22 | Online Module:  Assessment | NLR: Ch. 11 & 16  Leu, Kinzer, Castek, et. al, 2017 | Mediathread |
| April 29 | Edtech, EdChats, and Literacy 3.0  **Guest Speakers:** Vectr | Macgilchrist, 2018 | Definition of key terms |
| May 6 | Literacy, technology and social change | Richardson & Raglang, 2018 | HUNY: Literacy and Technology Edition |
| May 13 | No Class | | 3 credit hour assignment due |

\* NLR= New Literacies Reader

\* LTDA = Literacy theories for the digital age

**GRADING POLICY**

See the Teachers College Catalog for a complete explanation of grading policy at the College.  The grade of “B” is assigned for satisfactory graduate-level work. Students are evaluated on the following:

(a) Attendance and participation in class

You are expected to be on time, to demonstrate professional behavior, and to contribute to discussions and activities. Attendance is mandatory; absence in excess of two sessions will result in a failing grade or the need to retake the course.

(b) Satisfactory completion of assignments on time

Assignments that are submitted on time contribute to a meaningful dialogue between student and professor. All assignments are due at the beginning of class. Conversely, assignments that are submitted late will be reduced by half a grade (e.g., B+ to B; B to B-; etc.) and be assessed at the end of the semester.  Only students who hand in their assignments on time can expect written feedback from the professor; late assignments will be graded, but no feedback will be provided. All assignments are expected to be clearly and coherently written with attention given to the organization and structure of the paper as a whole, as well as to the editing of basic mechanics of language usage such as spelling, punctuation, and grammar. **APA style, double-spacing, 12-point font and 1-inch margins are required.** Also, please use the APA guidelines for unbiased language (for tips on gender inclusive language see: http://www.valpo.edu/writctr/FAQ11.html).

(c) Thorough reading and engagement with course texts

We will be spending a significant amount of time discussing texts that are relevant to the weekly topics. You should come to each class having carefully read the assigned texts and expect to participate in a variety of activities that require analytic discussion.

**2-Credit hours**

**Participation** (10%)

**Class Particip**at**ion and Professionalism:** During class you will participate in whole class dialogue, small-group discussions of readings, group response projects, and individual work time. Because this participation is important to your learning in this course, your presence, positive participation, and professional disposition will count heavily toward your grade.  The following will be considered in this category:

* On-time, regular attendance to class meetings
* Thoughtful and regular contributions to class discussions
* Participation on twitter or other social media platforms
* Preparation for class, including having all materials prepared before class, completing readings, submitting assignments on time, and preparing for group projects
* Openness to feedback from peers and instructor and its application to your work.

**Trends and Issues in Literacy and Technology**

**Part 1: Facilitate class discussion** (15%)

As part of creating an intellectual community of learners in this course, you will have the opportunity to facilitate a class discussion in a small group. You will sign-up for your date/topic on the first day of class. During the semester your group will have 25 minutes to lead our class in a discussion, learning experience, or combination to unpack the ideas related to a trend or issue in literacy and technology.

**Part 2: Podcast** (in collaboration with MASCLab) (20%)

For this assignment, you will work with your small group to create a 5-minute podcast about the trend/issue you selected. Below are the specific requirements for the assignment:

1. Length: 5 minutes
2. Promotion clip: You will also need to create a 2-minute promo clip to be shared on the MASCLab website.
3. Reflection: Write a 1-page reflection that connects the readings for class to what you learned about the process of making a podcast.
4. Optional: Share at Podfest Showcase (date and time TBA)
5. Obtain permission from the person/people you interview using the release form on Canvas

**Part 3: HUNY Technology and Literacy Edition**(15%)

For this assignment, you will work with your small group to select a person (literally anyone) about the trend/issue you selected to create our version of a HUNY post. Below are the specific requirements for the assignment:

1. Briefly interview a person who is interested in literacy and technology about the trend/issue your group selected.
2. Take an image of the person, setting of the interview, or any artifact that represents the theme of your interview. Please note, you do not need to include the person’s face in the photo.
3. Select a short passage from the interview that represents the main idea and create a “HUNY” post that resembles their Instagram page.
4. Reflection: Write a 1-page reflection about what you learned from the interview that connects with the readings from our course and your future in the field.
5. Obtain permission from the person/people you interview using the release form on Canvas. Please note that you **cannot interview anyone under 18 without the permission** of their parent/guardian.

**Twitter Chat** (10%)

For this assignment our class will host a twitter chat for the National Council of Teachers of English in March 2019. The focus of the chat will be literacy, technology, and equity. Below are the requirements:

1. In class you will work with a small group to develop a question for the chat and list of resources to share with K-12 teachers. The resources can be research articles, blog posts, app reviews, links to policy reports, or anything that your group believes would help teachers learn more background information about the question.
2. Your group will create a chart with your resources (it will be shared during the chat)
3. You will participate in the chat in March or April (date TBA) from 8pm-9m (EST) using the hashtags #nctechat and #digilit

**Definition of key terms** (10%)

Crafting a working definition of key terms in this course is essential to understanding the scholarly trajectory of the concept. In the field of literacy and technology, literacy scholars, classroom teachers, and educational researchers continue to debate, revise, and (re)conceptualize definitions to reflect shifting social and political ideologies. This assignment is an opportunity for you to define terms we read about in this course based on your evolving understanding of the term in theory and practice. Below are the expectations for this assignment:

* Define key terms words selected by our class (see answergarden word cloud)
* Provide an example of the word in context from research (with proper citation)
* Create/use vines, gifs, or memes to visualize the concept

**Reading Response** (20%)

As part of the course you will create 4 responses to the readings you did for class. Your responses should reflect your engagement with the readings for our class meeting (so do not use the space to summarize what you read). Your responses will also function in several important ways:

* Serve as a record of a particular foci you have brought to this class.
* Chronicle issues that come up for you during the readings and class meetings.
* Capture the answers that evolve for you out of this inquiry.
* Trace the development of your thinking during this course.

Below are questions to consider when shaping your responses:

What theoretical lens or methodological approach is researcher using to examine a phenomenon in literacy and technology?

What assumptions does the researcher have about children’s language and literacy practices as related to technology?

How do these assumptions position students are learners?

What does this mean to me as a teacher, researcher, instructional designer, or administrator ?

Each type of response is listed below with the due date. In April, we will use these responses to represent cases for our class to think about in relation to literacy and technology.

1. **Flipgrid** (5% ) due 2.11

You will use Flipgrid to pose a question related to the course readings. Your job will be to i) post your question; ii) respond to 2 classmates’ questions; and then iii) go back and view your responses and post your thoughts.

1. Vectr (5%) due 2.11

Vectr is a discussion platform that we will use to examine a topic related to literacy and technology. I will share a link to the article and then you will use the platform to share your thoughts, connections, and questions.

1. **Infographic (**5%) due 4.15

You will create an infographic that captures the important ideas and questions that arise from the course readings about Learning from culturally and linguistically diverse learners. We will share these during class and spend time discussing your ideas in small groups.

1. Mediathread (5%) due 4.22

You will be using the “sequence assignment” in Mediathread to upload a video clip that connects to the readings for the week of 4.22.19. You will use other media to juxtapose images, audio, or video that will help the viewers (our class) make sense of the connections you made between your selected video clip and this week’s selected course readings.

***Summary of Requirements***

* Class participation
* Facilitate class discussion
* Podcast
* HUNY – Literacy and Technology Edition
* Definition of Key Terms
* Twitter chat
* Reading Responses

**3-Credit Hours**

In addition to the above assignments, you will write a 1000-word essay that identifies and examines the themes and questions raised from the twitter chat. You will also need to incorporate how these themes and questions connect with the readings from our course.

**Assessment**

Assessment will be a continuous and central part of our work in this class. Your work will be evaluated based on the clarity of your ideas, your ability to represent scholarly ideas in a variety of print and digital artifacts, and your engagement with information presented in class and online spaces.

Grading system

93-100% A  
90-92% A-  
87-89% B+  
83-86% B  
80-82% B-  
77-79% C+  
73-76% C  
70-72% C-  
60-69% D  
Below 60% F

**COLLEGE AND PROGRAM POLICIES**

**Statement on Academic & Professional Honesty & Integrity**

Students who intentionally submit work that is either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating or misrepresentation of academic records may be subject to charges. Sanctions may include dismissal from the College for violation of the Teachers College principles of academic and professional integrity fundamental to the purpose of the College.

**Policy on the Grade of Incomplete**

According to the Teachers College policy, the grade of Incomplete is to be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade.

If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement.

**Teachers College Policy on Reasonable Accommodations**

The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (166 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation. As your instructors, we are happy to discuss specific needs with you as well, but these discussions should begin BEFORE you need any accommodations. (Don’t wait until you are overwhelmed or experiencing difficulty to come and discuss your learning and instructional needs.)

**Teachers College Policy on Emergency Notification**

Teachers College students have the responsibility for activating the Columbia University Network ID (UNI), which includes a free Columbia email account.  As official communications from the College – e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc. – will be sent to the student’s Columbia email account, students are responsible for either reading email there or for utilizing the mail forwarding option to forward mail from their Columbia account to an email address that they will monitor.

**Emergency Preparedness**

TC is prepared for a wide range of emergencies. After declaring an emergency situation, the President/Provost will provide the community with critical information on procedures and available assistance. If travel to campus is not feasible, instructors will facilitate academic continuity through Canvas and other technologies, if possible.

1. It is the student's responsibility to ensure that they are set to receive email notifications from TC and communications from their instructor at their TC email address.
2. Within the first two sessions of the course, students are expected to review and be prepared to follow the instructions stated in the emergency plan.
3. The emergency plan for this course is to use the asynchronous module feature in Canvas. You will receive an announcement from me letting you know when the module/s are available for you to access.