



**READ 5313 01 Digital Literacies & Pedagogy**

**Fall 2017**

**College of Education**

**Department of Language, Literacy and Special Populations**

**Instructor:** Dr. Hannah R. Gerber, Ph. D.  
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**Office hours:**

|           |                 |
|-----------|-----------------|
| Monday    | By Appointment  |
| Tuesday   | By Appointment  |
| Wednesday | SHSU 11:30-2:30 |
| Thursday  | By Appointment  |

**Day and time the class meets:** Online Asynchronous

**Location of class:** Online Asynchronous

**Course Level:** Graduate

**Course Description:** This course will offer students the ability to evaluate and create effective digital literacy curricula, while better understanding the importance of designing instruction to meet the needs of 21st century learners through strong pedagogical design, by exploring topics such as gamification, flipped classrooms, play, and coding. An understanding and conceptualization of how multiple learning theories impact digital literacies and the effects these theories have in designing age-appropriate digital literacy curricula that enhances today's literacy practices will be explored.

**IDEA Objectives:** In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

**Textbooks:**

Collins, A. & Halveson, R. (2009). *Rethinking education in the age of technology: The digital revolution in and Schooling in America*. New York, NY: Teachers College Press.

Kafai, Y. & Burke, Q (2014). *Connected Code: Why Children Need to Learn Programming*. Cambridge, MA: The MIT Press.

Kapp, K. (2012). *The gamification of learning and instruction*. San Francisco, CA: John Wiley & Sons Publishing.

McGonigal, J. (2011). *Reality is broken: Why games make us better and how they can change the world*. New York, NY: Penguin Publishing.

*Secret Coders: Get with the Program* (Graphic Novel by Gene Yuan Lang)

#### Selected Articles and Resources

#### **Required Course Materials:**

A Webcam

A Twitter Account (videos in Blackboard for how to open a Twitter Account)

A Skype Account

#### **Recommended Books:**

Gee, J. P. (2013). *The anti-education era: Creating smarter students through digital learning*. New York, NY: Palgrave Macmillan.

Gerber, H. R. & Abrams, S. S. (2014) (Eds.). *Bridging literacies with videogames*. Rotterdam, The Netherlands: Sense Publishers.

Gerber, H. R., Abrams, S. S., Curwood, J. S., & Magnifico, A. M. (2017). *Conducting qualitative research of learning in online spaces*. Thousand Oaks, CA: Sage.

Huizinga, J. (1949/2002). *Homo Ludens*. New York, NY: Routledge.

Kafai, Y. B. & Fields, D. A. (2013). *Connected play: Tweens in a Virtual World*. Cambridge, MA: MIT Press.

Kafai, Y. B., Peppler, K. A., & Chapman, R. N. (Eds.). (2009). *The computer clubhouse: Constructionism and creativity in youth communities*. New York, NY: Teachers College Press.

Salen, K. & Zimmerman, E. (2004). *Rules of play: Game design fundamentals*. Boston, MA: The MIT Press.

Sheldon, L. (2012). *The multiplayer classroom: Designing coursework as a game*. Boston, MA: Cengage Publishers.

Williams, B. & Zenger, A. (2012) (Eds.). *New media literacies and participatory popular culture across borders*. New York, NY: Routledge.

Wohlwend, K. E. (2013). *Literacy Playshop: New literacies, popular media, and play in the early childhood classroom*. New York, NY: Teachers College Press.

**Course Format:** Online, Synchronous and Asynchronous

#### **Course Content:**

- 1) Effectively design digital literacy curricula;
- 2) Evaluate current digital literacy programs;
- 3) Evaluate new literacies and digital literacies as they emerge for use within the classroom;
- 4) Synthesize research related to digital literacy pedagogy and determine where gaps in the field exist in order to begin to research and design and develop new effective digital literacy curricula

#### **Course Requirements:**

- Late assignment policy

- Time requirement
- Professionalism policy
- Academic Dishonesty policy
- Student Syllabus Guidelines with link ([www.shsu.edu/syllabus](http://www.shsu.edu/syllabus))

### Cell Phone and PDA Policy

Cell phones and PDA's **must** be turned off during class. If you have an emergency that necessitates the use of either during class time, please leave the classroom.

### Assignment Policy

Assignments are due for each module on the dates for which they are listed on this syllabus.

**ALL assignments must be turned in through Blackboard, not to my email address.**

In the event of an inability to upload the assignment by the deadline (due to technical malfunctions) students are still responsible for submitting any assignments due. You must call me and let me know before the deadline so that we can make some other arrangements. Failure to do so will result in an assignment that is counted late. Assignments must be submitted electronically with your **first and last name in the extension, and the assignment title** (ex. **hannahgerber\_webreflections\_docx**). There is no make-up policy for missed quizzes and/or class work due to unexcused absences. Major assignments/projects that are turned in late will receive a letter grade deduction on the assignments/projects for **each** day (including weekends) that the assignment is late.

### Quality of Work Submitted

All written assignments require that students submit coherent, logical, and carefully edited prose. All assignments should be word processed, and formal papers are to be in the APA style, 6<sup>th</sup> edition.

### Evaluation

All activities required for this course must be completed by the candidate before a final grade will be assigned.

### Conceptual Framework Statement, Descriptors (5 indicators) and Logo:

CONCEPTUAL FRAMEWORK: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities' diverse learners.



### ASSIGNMENTS\*

| Assignment   | Due Date  | Points Possible |
|--|---|-----------------|
| Meaningful Participation/Daily Discussion Board Activity | Continuous Self Reflection grade<br>October 20th and December 1st | 200             |

|  |                                  |                  |
|--|----------------------------------|------------------|
| Synchronous Video Chats                        | Dates per module                 | 100 (50pts each) |
| Chapter or Article Review                      | October 13 <sup>th</sup>         | 100              |
| Analyze a Current Program/Experience           | November 1 <sup>st</sup>         | 100              |
| Digital Literacy Classroom Experience Creation | December 8 <sup>th</sup>         | 200              |
| Self Reflections                               | Mid-Term Oct 20<br>Final Dec 1st |                  |

\*The instructor has the discretion to add or remove assignments as necessary.

### **GRADES**

A= 100-90

B= 89-80

C= 79-70

D= 69-60

F= 59-below

If you fall below a B you are not doing master's level work.

### **TENTATIVE CALENDAR**

| <b>Date</b>                           | <b>Topic</b>        | <b>Readings/Viewings Due</b>                      | <b>Assignments Due</b> |
|---------------------------------------|---------------------|---|------------------------|
| <b>Quest 1<br/>August 23-Sept 1st</b> | <b>Introduction</b> | 1) Read syllabus<br>2) Watch videos on Blackboard | 2 Discussion Boards    |

|  |   |   |  |
|--|---|---|--|
| <p><b>Quest 2</b><br/><b>September 4th-September 15th</b></p>        | <p>What gaming tells us about pedagogy?</p>                                   | <p><b>Required Readings/Viewings</b><br/>1) Read Jane McGonigal's <i>Reality is Broken</i><br/>2) Watch both McGonigal Videos<br/>3) Skype Chat with Dr. Niemeyer and two youth/adolescent and pre-adolescent on gaming, fanfiction, and youth hosting game-related YouTube channels—<br/><b>Sept 11 6pm-7pm</b></p> <p><b>Recommended Readings/Viewings</b><br/>1) Watch Reality is Broken video</p>   | <p>1) 2 Discussion Boards<br/>2) One Personal Goal</p>   |
| <p><b>Quest 3</b><br/><b>September 18 – September 29</b></p>         | <p>Creativity, Community, and Problem Posing vs. Problem Solving Pedagogy</p> | <p><b>Required Readings/Viewings</b><br/>1) Gerber EiT PDF<br/>2) Williams &amp; Zenger (2012) Ch 1 PDF<br/>3) Read Abrams PDF<br/>4) TED Talk-Sir Kenneth Robbins</p> <p><b>Recommended</b><br/>1) <i>Pedagogy of the Oppressed</i> by Paulo Friere Chapter 2 (Link)<br/>2) Read Squire PDF</p>  | <p>1) 2 Discussion Boards<br/>3) Select an article or chapter from a book on digital literacies that you want to analyze and review. Inform Dr. Gerber by September 27th for approval.</p> |
| <p><b>Quest 4</b><br/><b>October 2<sup>nd</sup>-October 20th</b></p> | <p>Gamification in Learning</p>   | <p><b>Required Readings/Viewings</b><br/>1) Abrams &amp; Gerber (2013)<br/>2) Gerber (2012) White Paper on Gamification<br/>3) Watch Zichermann TED Talk<br/>4) Kapp (2012) Ch 1,2,3<br/>5) Skype Chat with Austrian youth (pending) on Minecraft and transfer of learning to other academic areas</p> <p><b>Recommended</b><br/>1) Sheldon (2012)<br/>2) Watch Jesse Schell Talk<br/>3) Watch Zichermann Google Tech Talk<br/>4) Kapp Ch 7,8,9</p> | <p>1) 2 Discussion Boards<br/>2) Chapter Review and Analysis Due<br/>3) Program selection due<br/>4) Mid-term reflection due</p>   |

|   |                                 |   |   |
|---|---------------------------------|---|---|
| <b>Quest 5</b><br><b>October 23-November 10</b> | <b>Play and Pedagogy</b>        | <b>Required Readings/Viewings</b><br>1) Collins and Halverson--<br>Entire Book<br>2) Skype Chat with Sara Bracht and two youth on play and literacy of trading card games <b>November 7<sup>th</sup> 6-7pm</b><br><br><b>Recommended</b><br>1) Huizinga               | 1) 2 Discussion Boards<br>2) Review/Analysis of a Current Program               |
| <b>Quest 6</b><br><b>November 13-December 1</b> | <b>Coding as a New Literacy</b> | <b>Required Readings/Viewings</b><br>1) Read Kafai & Burke, Connected Code in its entirety<br>2) Watch videos on Scratch and coding<br>3) Skype Chat with Renee O'Neal on coding and robotics and non-fiction reading connections<br><b>November 15 at 7pm to 8pm</b> | 1) Two discussion boards<br>2) Final Self Reflection Due on Dec 1 <sup>st</sup> |
| <b>Quest 6</b><br><b>December 4-December 8</b>  | <b>Bringing it All Together</b> | <b>N/A</b>  | 1) Creation of a Gamified or Problem Posing Experience                          |

### Brief Description of Assignments

Detailed descriptions of some of these assignments will be provided for you in class when the appropriate time arrives. I will also provide you with rubrics to guide the evaluation of your work on many of these assignments.

1. **Meaningful Participation and Discussion Boards**—Students are to read all assignments and readings prior to the date that they are scheduled for discussion and are to participate in all class activities and discussions on Blackboard. Each module will have two discussion prompts for you to respond. You are to conduct your initial response by the first date posted and reply to two classmates (at least) by the second date posted within each quest--generally posts as responses to classmates are due on **Fridays**

before the next module starts and your own personal responses to questions are due on a **rolling Monday** basis, meaning that the second Monday of each two to three-week module your initial post is due (dates are posted in each module). **Throughout the semester you will be required to do two self-reflections on your discussion posts.** One will be at the **mid-term** and one will be at the **final**. More details will be provided on the Blackboard site within the quests that occur at the midterm and final date range. Your discussion boards grade will come from your self-reflections.

2. **Synchronous Skype Chats**—You will be required to attend two Skype chats during the semester. These Skype chats will be limited to the first eight students who submit their names. There are four chats to choose from—dates and times are listed in each module. You can attend more than two of the Skype's, but must attend a minimum of two. I will send an email a week to two weeks before each Skype for you to submit your RSVP.
3. **Chapter or Article Review**-- You will read and analyze a chapter or an article related to digital pedagogy. You are responsible for selecting an article or a chapter and submitting it to Dr. Gerber for approval **before** you proceed with writing your analysis. Please refer to Blackboard for the deadline for selecting your chapter or article. You will read the chapter and then review and analyze how the use of participatory popular media informs the field about new media use and literacy education. Some questions to consider as you review your article/chapter are: What was the study about? What were the units of analysis? How did the chapter/article inform your knowledge of research in digital media? Do you feel that the author(s) were successful in their research? What might you have done differently if you had been conducting the study? Your analysis/review should be approximately two pages, double-spaced.
4. **Analysis of a Gamified or Problem Posing Learning Experience**-- You will be provided with several gamified experiences. These are available on Blackboard. Some choices include analyzing an existing class syllabus (for a class other than this class) that showcase a gamified experience, or analyzing case studies of courses that have been gamified, as well analyzing as an entire middle/high school curriculum based on the game *World of Warcraft*. Select one of these items to analyze. You can also find another experience not listed above and submit this to Dr. Gerber for approval **before** you begin. See Blackboard for the selection deadline. As you conduct your analysis consider the following questions—For whom is this experience built? What are some of the activities that are used in this experience? What learning standards or objectives are addressed? Does the experience hit on aspects of digital pedagogy that we have discussed? What is missing? Are the missing elements necessary? Do you feel that this was a successful attempt at a gamification or problem posing experience? This analysis should be two to three pages in length. A more thorough description can be found on Blackboard.
5. **Creation of a Gamified or Problem Posing Learning Experience** --Your final experience for the class requires you to create either a gamified experience, or a problem-posing unit of study. You must determine what grade/age level you are creating this experience for, and then you must determine the subject area. Identify how it ties in with digital literacy. Identify the CCSS (Common Core State Standards) or other learning objectives that this experience will address and provide an example of the unit. This final project would be in the form of brief lesson ideas (at least 6 inter-related lesson ideas related to the problem posing/gamified experience) OR a crafted syllabus that outlines the class (see the Quests in the *WoWinSchools* example of how brief lesson plans should be written). You will also submit a two-page description of what the class experience would entail for the learners. A more thorough description can be found on Blackboard.

#### **ACADEMIC DISHONESTY:**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#)

### **STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: [http://www.shsu.edu/~vaf\\_www/aps/documents/861001.pdf](http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf)

### **STUDENTS WITH DISABILITIES POLICY:**

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center . For a complete listing of the university policy, see: [http://www.shsu.edu/~vaf\\_www/aps/811006.pdf](http://www.shsu.edu/~vaf_www/aps/811006.pdf)

### **VISITORS IN THE CLASSROOM:**



Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.



### NCATE Accreditation

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.

"NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008)." The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

### Conceptual Framework Statement, Descriptors (5 indicators) and Logo:

CONCEPTUAL FRAMEWORK: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities' diverse learners.



### SHSU Dispositions and Diversity Proficiencies

1. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
2. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)
3. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
4. Practices ethical behavior and intellectual honesty. (CF 3)
5. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
6. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)
7. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
8. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
9. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
10. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses. *(Please provide additional information for the candidate if the DDP is administered during your course.)*

**College of Education Information:**

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

**STANDARDS MATRIX**

| <b>Objectives/Learning Outcomes</b>           | <b>Activities</b>                          | <b>Performance Assessment</b> | <b>TS-Texas Educator Standards<br/>DDP--<br/>Diversity Dispositions<br/>CF<br/>Conceptual Framework<br/>N-NCATE<br/>NCTE-<br/>Professional Standards<br/>NETS-ISTE<br/>Standards</b> |
|---|--|-------------------------------|--|
| Effectively design digital literacy curricula | Discussion Boards<br>Curriculum Assignment | Analysis of A Program         | <b>TS 1.1k</b><br><b>NCTE 1.3, 1.5, 2.6</b><br><b>CF 1,3,5</b><br><b>N 1a, 1b</b><br><b>DDP 1</b><br><b>NETS 1a, 1c</b>  |
| Evaluate current digital literacy programs;   | Discussion Boards                          | Chapter Analysis              | <b>TS 1.4k, 1.16, 3.6k, 3.7k, 1.16s, 1.20s, 3.9s</b><br><br><b>NCTE 2.5, 2.6, 5.2, 5.4, 5.6, 12.4</b><br><br><b>CF 1, 2, 3, 5</b><br><br><b>N</b><br><br><b>DDP 10</b>               |

|  |                   |                       |  |
|--|-------------------|-----------------------|--|
| Evaluate new literacies and digital literacies as they emerge for use within the classroom   | Discussion Boards | Analysis of a Program | <b>TS 1.1k</b><br><b>NCTE 1.3, 1.5, 2.6</b><br><b>CF 1,3,5</b><br><b>N 1a, 1b</b><br><b>DDP 1</b><br><b>NETS 1a, 1c</b>  |
| Synthesize research related to digital literacy pedagogy and determine where gaps in the field exist in order to begin to research and design and develop new effective digital literacy curricula | Discussion Boards | Creation of a Program | <b>TS 1.4k, 1.16, 3.6k, 3.7k, 1.16s, 1.20s, 3.9s</b><br><br><b>NCTE 2.5, 2.6, 5.2, 5.4, 5.6, 12.4</b><br><br><b>CF 1, 2, 3, 5</b><br><br><b>N</b><br><br><b>DDP 10</b> |

### Recommended Bibliography

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- Greene, J. P., & Forster, G. (2003). *Public high school graduation rates and college readiness in the United States*. New York, NY: Manhattan Institute. Retrieved at [http://www.manhattan-institute.org/html/ewp\\_03.htm](http://www.manhattan-institute.org/html/ewp_03.htm)
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