Course Number, Name and CRN: CE5150: INSPIRING DIGITAL MEDIA FLUENCY IN THE K-12 CLASSROOM

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Term and Year: Winter Term 2014
Course Delivery: Online in Moodle

It is expected that students log in at least every other day and spend a minimum of 3 hours per week in the Moodle Classroom environment. It is also the expectation that students actively participate in any and all online forums, discussions and activities, in addition to regular class assignments.

Catalog Description
This collaborative, project based online course will provide K-12 educators with a framework, information and resources necessary to explore, create and share multimedia content globally; to use multimedia to communicate and participate in authentic, interactive, networked learning communities, to inspire and motivate student learning. Exploring a variety of online resources and tools, students will collaborate in an online, constructivist environment to create a multimedia based authentic project. Educators will share how they integrate multimedia across the curriculum, using the National Education Technology Standards (NETS) for Students as a foundation with a focus on media literacy.

Course Overview
The International Society of Technology in Education’s National Education Technology Standards for Teachers (NETS-T 2009) call for teachers to:

- Facilitate and inspire student learning and creativity,
- Design and develop digital age learning experiences and assessments
- Model digital age work and learning
- Promote and model digital citizenship and responsibility

This course will prepare educators to use multiple digital media resources to: explain, demonstrate, model, communicate, collaborate, assess and create engaging lessons and opportunities with their professional learning networks, their students and the education community, in an online, connected environment. Through online reading, discussions and interactive assignments and activities, students will understand the importance of modeling a media literate learning environment. Throughout the course, students will have the opportunity to explore and play with various types of multimedia, reflecting on their learning processes and how multimedia enhances communication for all audiences.

ESSENTIAL QUESTIONS INCLUDE:
What is the rationale for supporting a media literate classroom environment?

How does the use of digital multimedia enhance communication?

How does the use of digital multimedia resources inspire and engage all learners?

How can digital media resources be used to design digital age learning experiences and assessments?
Textbook List/Bibliography/Recommended Reading/Resources

This course will utilize a variety of current online resources including, articles, blogs, social media feeds, and websites such as the following:

- Confronting the Challenges of Participatory Culture by Henry Jenkins [http://digitallearning.macfound.org/atf/cf/%7B7E45C7E0-A3E0-4B89-AC9C-E807E1B0AE4E%7D/JENKINS_WHITE_PAPER.PDF](http://digitallearning.macfound.org/atf/cf/%7B7E45C7E0-A3E0-4B89-AC9C-E807E1B0AE4E%7D/JENKINS_WHITE_PAPER.PDF)
- Creative Commons.org [http://creativecommons.org/](http://creativecommons.org/)
- EdWeek [http://www.edweek.org](http://www.edweek.org)

Professional Standards, Course Goals/Objectives, and Assessment

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<tr>
<th>Assignment</th>
<th>Standard(s) Assessed</th>
<th>Assessment Tool</th>
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<tr>
<td>Class Wiki Activity</td>
<td>NH ED 507.22 3(b) Provide instruction in and promote the use of digital tools for teaching, collaboration, and communication with students, parents, peers, and community members InTASC 9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. NETS-T 3) Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society</td>
<td>Rubric</td>
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<tr>
<td>Google Collaboration Activity</td>
<td>NH ED 507.22 2(d) Model collaborative knowledge construction to create more engaging learning experiences. InTASC 10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice NETS_T 1)d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments</td>
<td>Rubric</td>
</tr>
<tr>
<td>Public Service Announcement video</td>
<td>NH ED 507.22 (4)C Promote and use digital tools and assistive technologies that</td>
<td>Rubric</td>
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provide equitable access for all school community members

InTASC 9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media
NETS-T 4(b) Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources

| **Project Reflection** | NH ED 507.22 (5)b Evaluate, adapt, and reflect on emerging tools and trends by participating in local and global learning communities and by reviewing current research and professional literature
InTASC 8(Q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication
NETS-T 3)C Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats |

| **Blogging Platform Activity** | NH ED 507.22 (5)b Evaluate, adapt, and reflect on emerging tools and trends by participating in local and global learning communities and by reviewing current research and professional literature
InTASC 8(Q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication
NETS-T 3)C Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats |

| **Issues in Multimedia Essay** | NH ED 507.22 5(b) Evaluate, adapt, and reflect on emerging tools and trends by participating in local and global learning communities and by reviewing current research and professional literature |

| **Final Project** | InTASC 5(i) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals. |

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**Content of Course Which Addresses Technological Standards/Competence**

In this section the instructor outlines the connections between course assignments/activities and technological competencies. This can be done in a narrative or chart/matrix as appropriate.

**Evaluation Plan/Grading Scale**

ASSESSMENTS:
Online Participation:

Through online reading, discussions and interactive assignments and activities, students will understand the importance of modeling a media literate learning environment. Throughout the course, students will have the opportunity to explore and play with various types of multimedia, reflecting on their learning processes and how multimedia enhances communication for all audiences. 50% of the final grade

Final Writing: Issues in Multimedia Education Essay

Students will select an issue that is significant to them and write an essay that will then be published and shared online. 25% of the final grade

Culminating Project:

Students will use multimedia to create a project based unit, resource, or presentation, including activities, instructions, and assessment rubrics based upon the NETS, to be shared online with their Personal Learning Network(s), including their class. 25% of the final grade

Incompletes: All work must be completed by the final date of class.

Course Calendar/Agenda
This online course is divided into 8 modules which are designed to build upon one another.

Instructor Additions
Although this course meets online, there may be opportunities for face to face informal meetings to occur between students or between students and instructor; this will be determined on an as-needed basis.

Assessment Rubrics
See separate attachments
Conceptual Framework

PSU College of Graduate Studies Program Hallmarks

Leadership and Advocacy

Reflection and Innovation

Scholarship and Application

Professionalism and Service

Global Awareness and Social Responsibility
University Policies and Procedures

- **ADA Policy:** Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact the PASS office in Lamson library (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Academic Accommodation for this course from the PASS office, please provide the instructor with that information privately so that adaptations can be made to meet your needs. Course materials online comply with the Web-based Intranet and Internet Information and Applications Standards in accordance with ADA Section 508.

- **Academic Integrity:** Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education. Members of the academic community are expected to report all instances of those violations of academic integrity that come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the academic integrity policy by prosecuting all cases of violation of academic integrity to the fullest extent. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it, which is dishonorable. Please refer to the Graduate Catalog for more information and the entire policy.

- **Sensitive Materials:** Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let your instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. We can then discuss how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. We can also discuss campus resources that you may find helpful in dealing with your concerns.

- **Plymouth State University Curtailed Operations Information:** Plymouth State University normally remains open through inclement weather. Because most students live within minutes of the campus, every effort is made to avoid an official closing. There may be times, however, when an emergency or extreme weather conditions necessitate a general closing of the University.

  Please sign up for PSU Alert Emergency Text Messaging at: plymouth.edu/alerts

  Following are the PSU curtailed operations and/or class cancellation notification procedures:

  In the event of severe weather or an emergency, the University Administration will do all it can to decide on and post notifications of class/event cancellations and/or facility closures by 6:00 a.m. for classes running during the day. For canceling evening classes, the decision is usually made and communicated no later than 3:00 p.m. Every effort will be made to make the decision as early as possible. If you are wondering, call the storm line (603-535-3535) or check the PSU website.

  Use your own judgment about travel during inclement weather; the best choice is the one that keeps you safe. Notify your instructor(s) if you have to miss a class.

- **Plymouth State University has a specific policy related to email correspondence:** The University has a responsibility to protect students’ and staff rights as well as ensure the accuracy of its business processes based on e-mail correspondence. Therefore, email containing official business of the University shall be addressed to the person’s official University email address and should not be addressed to alternative addresses. In order to comply with this policy, CoGS staff members use only PSU email addresses. Please use your Plymouth e-mail address for all correspondence with us, whether faculty or student.

- **Lamson Library and Learning Commons:** Access to the IT Help Desk is available at 603-535-2929. Log in to MyPlymouth to access all of the Lamson Library and Learning Commons resources and services. The Writing Center and the PASS office are located in the lower level of Lamson; the Help Desk is on the Main Floor.