COURSE TITLE:   EDUC 4000 – Media and Digital Literacy  

Instructors:  Mrs. H. DeWaard & Dr. D. Becker  

Office:  Location TBD  

Office Hrs:  Please use Lakehead e-mail to contact your instructors and to make appointments to meet in person.  

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Dr. D. Becker  dbecker@lakeheadu.ca  

COURSE DESCRIPTION  
EDUC 4000 Media and Digital Literacy develops critical thinking about 20th and 21st century media, examines media in the Ontario curriculum and explores applications and platforms for teaching media and digital literacy. The course considers the cultural lives of contemporary young people in an era of media and digital saturation and explores the dynamic potential of bringing “out-of-school literacies” into school settings. Students will conduct analyses of advertising, television drama, popular music, video games and social media. The production of media texts will involve print, image, audio, video and numerous Web 2.0 tools. Students will apply media and digital literacy principles to access, analyze, create, present and reflect with media and digital tools, techniques and contexts.  

The expectations of this course are that teacher candidates will:  

• explore core concepts and practical applications from the tradition of media education (Media Literacy 1.0) and digital or new literacy (Media Literacy 2.0).  
• demonstrate an understanding of the appropriate application of media and digital literacies in the P/J classroom  
• evaluate and justify the teaching and learning of media literacy and digital citizenship to P/J students  
• model active participation through discussion, collaboration and creation using digital and print based formats  
• apply critical literacy skills to teaching and learning with media projects  
• analyze, evaluate, present and reflect on media and digital literacy issues in primary and junior classrooms by articulating ideas in written, oral and multimedia forms  

FOUNDATIONS OF PROFESSIONAL PRACTICE  
A commitment to a clear vision of what it means to be a teacher is at the core of teacher professionalism. The principles of the Ontario College of Teachers’ (OCT) Professional Standards have been embedded in the learning expectations for this course.  

Visit  http://www.oct.ca/public/professional-standards  

TEXTS/READINGS  
REQUIRED TEXTS/READINGS  
• Readings from Media Smarts found at:  http://mediasmarts.ca/  
  • Use, Understand, & Create: A digital literacy framework for Canadian Schools  http://mediasmarts.ca/teacher-resources/use-understand-create-digital-literacy-framework-canadian-schools  

SUPPLEMENTARY RESOURCES  


- 1 -
• ISTE - International Society in Education [http://www.iste.org/standards.aspx]

**SUGGESTED RESOURCES**

  ▪ Available from: [http://newlits.wikispaces.com/Teaching+Media+Writing](http://newlits.wikispaces.com/Teaching+Media+Writing)
• Digital Citizenship [http://www.digitalcitizenship.net/nine_elements.html](http://www.digitalcitizenship.net/nine_elements.html)
• Common Sense Media [http://www.commonsensemedia.org/](http://www.commonsensemedia.org/)
• Creative Commons [http://creativecommons.org/](http://creativecommons.org/)
• CyberWise [http://cyberwise.org/](http://cyberwise.org/)

Additional readings will be assigned. You will be required to keep current with course readings. These will be made available to you on Desire2Learn, handed out in class, or e-mailed to you.

**COURSE CONTENT/TOPICS**

<table>
<thead>
<tr>
<th>Defining Media and Digital Literacy</th>
<th>Understanding Web 2.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deconstructing media and literacy expectations</td>
<td>Mobile Learning: Devices in the Classroom</td>
</tr>
<tr>
<td>Media in Advertising – PSA’s in education</td>
<td>Visual Literacy – Questioning what you see</td>
</tr>
<tr>
<td>Media in the classroom</td>
<td>Participatory Culture in today’s classrooms</td>
</tr>
<tr>
<td>Digital Storytelling – Elements and Educational applications</td>
<td>Storytelling in Fluid Environments – moving images, animation, sound</td>
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<tr>
<td>Digital storytelling – tools, process, products</td>
<td>Instructional Design Re-imagining Instruction</td>
</tr>
<tr>
<td>Online Learning Communities &amp; Connectivism</td>
<td>Technology and the Evolution of Learning</td>
</tr>
<tr>
<td>Social Media &amp; Online Presence - Crafting a Space with Intention</td>
<td>Justice and the Classroom; The Power of Making Connections</td>
</tr>
<tr>
<td>Bringing Making Back to School</td>
<td>Distributed learning</td>
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</tbody>
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**ASSIGNMENTS AND EVALUATION**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Date Due</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment # 1 - Responses</td>
<td>Two in Fall term Weeks 4 (Sept 29th) &amp; 7 (Oct 20th), Two in Winter term Weeks 4 (Jan 26th) &amp; 7 (Feb 25th) - Topics TBA</td>
<td>20%</td>
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| Assignment # 2 - Sandbox Creations | SB #1: Due Sept 24 – Create a blog site  
SB #2: Due Oct 8 – Video short  
SB #3: Due Jan 21 – Web 2.0 tool investigation  
SB #4: Due Feb 11 – DS story map or storyboard | 20% |
| Assignment # 3 - Digital Storytelling | Winter Term, March 10, 2016 – four components include storymap or storyboard | 30% |
| Assignment #4 – Blog Presentation | Due: Nov. 5, 2015 | 30% |
| TOTAL | | 100% |
Assignment Description

Assignment # 1: Responses - 20%
Each teacher candidate will produce a response to four (4) topic specific articles related to media and digital literacies (two in each term, as presented in class). These responses will:

• Range from 500 to 600 words
• Demonstrate a storytelling style of writing consistent with op/ed and first person perspective journalism
• Integrate theory, research, and/or professional experience
• Include specific examples and/or substantiating evidence
• Include in-text citations and references, related links, and/or relevant media
• Stay on topic and address the course objectives
• Demonstrate proper spelling, grammar, and journalistic tone

Assignment # 2: Sandbox Creations- 20%
Media surrounds us and opportunities to create media using a wide variety of tools need to be explored. Students will access and analyze media through a critical viewpoint, experiment with production tools, and create media for an audience. Evidence and reflection of culture, bias, viewpoint and choice will be included. Sandbox creations will reflect the interests and Web 2.0 choices unique to each individual student. Selected tools include, but are not limited to: Prezi, Animoto, Flickr, Wikispaces, Wordpress, YouTube, screencasting, etc.

Assignment # 3: Digital Storytelling - 30%
Teacher candidates will access, analyze, create, and reflect in digital storytelling spaces (Googledoc, blog, wiki, web 2.0 tools). Candidates will collaboratively create and present a media-rich production using digital storytelling tools. Topics relevant to education, media and digital teaching will be explored. The completed production will demonstrate evidence of planning (storyboard), creativity, and technical fluency. An individual reflection on process and product will also be submitted. Storytelling tools include, but are not limited to: Prezi, Comic Life, Bitstrips, Pixie, Moviemaker/iMovie, Audacity, Garageband.

Assignment # 4: Blog Presentation - 30%
Throughout the fall semester teacher candidates will have encountered a variety of perspectives that have informed their view of the ways in which technology has shaped the digital teaching and learning landscape. Their blog is a uniquely personal space where they are able to connect with other like-minded individuals and demonstrate their understandings of where technology and teaching meet. This presentation will not only showcase the content of their blog but also give an in-depth explanation of why they have chosen the specific elements they have.

Assignments and Evaluation

• Details and expectations for each assignment will be discussed in class.
• All assignment assessments are based on the Lakehead University rubric. Candidates need to pay full attention to Quality of Presentation, Content, Expression, Level of Engagement and Expectations for each assignment.
• Students are responsible for determining well in advance of presentations that multi-media equipment and programs are available, booked, functional and compatible.
• Assignments are due at the beginning of the class on the due date unless otherwise instructed. The course instructors will determine and communicate the method of submission (i.e. - submission in Desire2Learn, e-mail, hard copy).
• It is essential for student candidates to keep a copy of all submitted work. Candidates cannot redo assignments or make additional submissions once a summative assessment has taken place. (See Professional Year Reference Guide and Academic Program and Policies, p. 16, section #2).
• It is the policy of Lakehead University to support students with identified special needs. See Lakehead policy on supporting special needs of students. If you believe you will experience difficulty fulfilling course requirements, please arrange to meet with the course instructor within the first two weeks of classes. Contact must also be made through the Accessibility Office.
• Teacher candidates are encouraged to contact the instructors to clarify any questions relating to an assignment. Assignments are expected to demonstrate the use of appropriate conventions. Clarity and precision of thought are required on all assignments, including correct grammar and spelling.
• Assignments will not be accepted, or available for pick up, at the administrative offices in Heritage Place.

Professional Standards to Model in Class

The Standards of Practice for the Teaching Profession covers teacher candidates. This OCT document describes the knowledge, skills and values inherent in Ontario’s teaching profession. Meeting the Standards of Practice and Ethical Standards is critical at all times. As such, demonstration of these standards is expected in class, around campus or during involvement with Lakehead activities.

For the purpose of this course, candidates’ demonstration of Professional and Ethical Standards will be evidenced through, but not limited to:
Participation – much of the learning in this class takes place through interaction. Ideas need to be shared. Points of view need to be discussed and respected. Participation is about more than being in class and handing in assignments. Asking questions, volunteering answers and effective listening are signs of participation. From time to time, in–class writing activities may be given to students to explore issues related to educational thought and practice, and these activities will be submitted at the end of the class in which they are assigned. There is no late submission for the in-class activities.

Deportment – as a teacher candidate, please model those behaviours which respect all learners, instructors, guests and the learning environment. Understanding of Lakehead Policies and Code of Conduct will identify expectations in this area.

Attendance – teacher candidates are expected to be on time and in attendance for all classes, to be responsible for all material covered and to notify the instructor before any absence. Absences will be only for emergency situations and an instructor may require appropriate verification of the reason. Be aware that absences may jeopardize your standing in this course.

### Standards of Practice

- Commitment to Students and Learning
- Ongoing Professional Learning
- Leadership in Learning Communities
- Professional Practice
- Professional Knowledge: in class discussion groups and activities/ reflections/ discussions/ assignments

### Ethical Standards

- Care
- Trust
- Respect
- Integrity

**LAKEHEAD UNIVERSITY and/or FACULTY OF EDUCATION REGULATIONS/POLICIES**

**INCOMPLETE STANDING** (University Regulation, V Standing)


**TIMELY FEEDBACK** (University Regulation XII)


- 25% feedback for term courses
  - Fall term = October 9, 2015
  - Winter term = February 12, 2016
- 30% feedback for year courses
  - Yearlong = January 22, 2016

**ACADEMIC MISCONDUCT** (University Regulation, IX Academic Misconduct)


**THE FACULTY OF EDUCATION ASSESSMENT RUBRIC**


**Expectations**

The ability to learn, understand, and retain knowledge has been demonstrated through the undergraduate degree required for entry into the Professional Year. The focus of the Professional Year is on building understanding of the issues and complexities of the teaching and learning process, and on gaining the skills necessary for becoming a successful teacher. To that end:

1. Attendance is an expectation. Courses are based on reflection, discussion, and interaction, much of which takes place in class. Courses may have a set limit on the number of sessions that can be missed for ANY reason. These permissible absences should be saved for emergencies. Students who do not attend regularly will be removed from the program.

2. Requirements on the course outline will be used for assessment. The course outline and assessment rubric make expectations and deadlines explicit. Late assignments are accepted only under rare, documentable circumstances. Students cannot redo assignments, rewrite exams, or make additional submissions to boost a mark once a summative assessment has taken place.

3. Assessment is a reflection of academic rigour. Only in instances where there is unusual disparity among marks or abnormal inconsistency in outcomes will an instructor re-examine a final assessment.