EDC 531: Teaching and Learning with Digital Technologies
Summer 2019

Instructor: Renee Hobbs
Dates: July 14 - 19, 2019
Location: URI-CCE Campus, Providence, RI
Email: hobbs@uri.edu
Credits: 3 graduate credits
Public Website: https://digiURI.com
Program Website: https://bit.ly/SIDL2019 (closed website for registered users only)

Welcome to the Summer Institute in Digital Literacy 2019!

Course Description
This course focuses on how literacy is changing as a result of emerging media and technologies. Participants will learn how to conduct project-based inquiry using a variety of digital tools, texts and technologies to create challenging and engaging learning opportunities for their students.

Platform
We will be using the Pathwright learning management platform for this course. Access the online course here:

Course Website: https://mediaeducationlab.pathwright.com/library/summer-institute-in-digital-literacy-edc-531/

Extended Course Description
The Summer Institute in Digital Literacy is an intensive six-day course that uses an institute model to examine how literacy is changing as a result of emerging media and technologies. The course attracts people from many different backgrounds and fields who share an interest in digital literacy, including K-12 and college faculty, educational leaders, researchers, government officials, technology directors, video production teachers and youth media educators, librarians in school, public and academic settings, leaders of non-profit, social service and advocacy organizations, and technology entrepreneurs as well as media and information professionals.

Each morning includes a keynote presentation by distinguished scholars and practitioners with extended learning sessions for digging deeper into topics such as: online reading, digital literacy in school and academic librarianship, media literacy and critical thinking across the curriculum, digital learning and participatory culture, blended learning, the role of popular culture and print, visual, sound and digital media in the lives of children and adolescents, and new forms of authorship, composition, collaboration and sharing.

By engaging in hands-on, minds-on learning, participants explore and adapt digital tools and texts to meet their personal and professional goals. Learn how to use technologies such as apps, blogs, wikis, collaborative writing tools, video production, informational

websites, and personal learning environments to foster learning, critical thinking, collaboration, creativity, and engagement. Participants create a detailed plan and specific digital work products that help them initiate, implement and assess new ideas.

Participants who decide to earn (optional) graduate course credit must fully participate in all of the activities during the Summer Institute (e.g., teamwork activities, workshops, collaborating with a partner, completing the PDI template, presenting during Design Studio Showcase). In addition, they will complete two additional assignments and fine tune their inquiry project in the two weeks after the Summer Institute. The Summer Institute in Digital Literacy is the gateway course for the Graduate Certificate in Digital Literacy, a 12-credit certificate program designed to cultivate current and emerging leaders in digital literacy.

Faculty Co-Directors
Julie Coiro and Renee Hobbs, University of Rhode Island

Learning Outcomes
In this course, you will:

- ✓ Gain knowledge that enables reflective thinking on how literacy is changing as a result of media and technology
- ✓ Consider the implications of this cultural and technological shift for teaching and learning at all levels
- ✓ Examine the variety of digital tools and technologies that might be used to enhance new forms of reading and writing in a range of formal and informal settings
- ✓ Apply knowledge and skills by using digital texts, tools and technologies through an inquiry process
- ✓ Advance your competency in the art of curriculum design
- ✓ Build new social networks and create new visions for "doing" education in changing and challenging times
- ✓ Reflect on your experience as a learner and the challenges of implementing project-based inquiry with digital media and new technologies in a variety of settings

Assignments
You submit all work to the Pathwright learning management platform.

Design Studio Project (500 points)
This work is completed during the institute. Working with a partner, develop a concept and idea for a learning experience that you can design as a collaborative team that will have value to both of you (and perhaps others). You'll create (1) a personal digital inquiry plan, (2) two digital work products, and (3) five brief video or written reflections, one for each day of the program. The work you create on Friday fulfills this requirement.

Cool Tools Review (150 points)
Reflect on one or more Cool Tools that you used during the week and imagine a specific situation or learning environment where the tool could be useful. Describe the tool and consider both affordances and constraints of using this tool for your specific learning purpose. Describe a potential lesson or unit plan where the tool could be used. After posting your response, read at least one response from another student and comment on it.

Synthesize Your Understanding of Digital Literacy (350 points)
Choose from among these options or suggest a unique path:

      Option A. Select four of the course readings from the list provided below. (PhD students should read all selections.) Then compose an academic essay where you (a) identify and describe key ideas from the readings, (b) consider these ideas in relation to your experience at the Summer Institute, (c) make connections to your work and life experience and (d) generate new questions that you find yourself wondering about. Submit your academic essay on the Pathwright. Expectation: 2,000-2,500 words or 8 – 10 double spaced pages.

      Option B. Write a detailed memo to a school leader about the application of digital literacy pedagogies to your workplace or community. In the memo, you should (a) provide a rationale for digital literacy that is relevant to the context in which you work, using key ideas from the readings; (b) describe your experience at the Summer Institute and explain its relevance to your work context, (c) offer an action plan or other pragmatic advice that capitalizes on your work and life experience as a digital literacy leader with practical action steps, people, resources and other opportunities for advancing this work in your community. Submit your memo on the Pathwright. Expectation: 1,000-2,500 words or 3 – 6 single-spaced pages in memo format, with subheadings and bulleted lists as appropriate.

      Option C. Accomplish the goals identified in A or B but produce multimedia work to demonstrate your thinking, learning and ideas for the future. You may want to create a podcast, a video, an infographic, or something else. The world is your oyster, but you must first get approval from the instructor to use Option C.

Readings (Choose 4 from the list below):

Bali, Maha (2016, February 3). Knowing the Difference between Digital Skills and Digital Literacies and Teaching Both. Literacy Daily. International Literacy Association.

Coiro, J., Castek, J., & Quinn, D. J. (2016). Personal inquiry and online research: Connecting learners in ways that matter. *The Reading Teacher*, 69(5), 483-492.

Heitin, L. (2016, November 8). What is Digital Literacy? *Ed Week*.

Hobbs, R. (2017, November). Teaching and Learning in a Post-Truth World. *Educational Leadership,* 75(3), 26 - 31.

Hobbs, R. & Coiro, J. (2018). Design features of a professional development program in digital literacy. *Journal of Adolescent and Adult Literacy*. DOI: doi: 10.1002/jaal.907

Hodkin, S. (2014). The Internet of Me. Wired.
    https://www.wired.com/insights/2014/11/the-internet-of-me/
Muhtaris, K., & Ziemke, K. (2015). Chapter 1. *Amplify: Digital teaching and learning in the K-6 classroom.* Heinemann.
New Media Consortium (2017). Digital Literacy in Higher Education, Part II.
Story Corps (2017). Resources for Educators. Lesson Plans.
Teaching Tolerance (2018). Digital Literacy Framework.
Turner, K. H., Jolls, T., Hagerman, M. S., O'Byrne, W., Hicks, T., Eisenstock, B., & Pytash, K. E. (2017). Developing digital and media literacies in children and adolescents. *Pediatrics*, *140*(Supplement 2), S122-S126.
Virginia Tech Libraries (2019). Digital Literacy.

Grading
Each assignment is worth a number of points. The total possible points earned for this class is 1000 points. The points earned for each assignment divided by the total number of possible points will yield a percentage. Grades will be assigned to percentages as follows:

94-100% = A 90-93% = A- 87-89% = B+
84-86% = B 80-83% = B- 77-79% = C+

GENERAL DAILY SCHEDULE OF ACTIVITIES
Sunday (July 15)
12:30-4:45PM ~ Opening Activities for Participants Taking for Graduate Credit
5:00-7:00PM ~ Kickoff and Team Formation

Monday - Friday (July 16-20)
8:30-9:00 ~ Daily Warm-Up Activities to build collaboration and teamwork
9:00-10:15 ~ Looking Up and Out Keynote Presentations and follow-up Q&A
10:15-10:30 Break
10:30-12:00 ~ Digging Deeper Sessions: A deep dive into important topics
12:00-12:30 ~ Lunch
12:30-1:15 ~ Collaborative Conversations Across Topics: Facilitated small group discussions on special topics of concern to build understanding across communities
1:15-3:00 ~ Cool Tools and Hot Topics: 6-10 simultaneously running small-group presentations focused on demonstrating a range of digital tools and technologies;
3:15-4:45 ~ Design Studio: Students work with others toward creating an innovative instructional plan that incorporates interdisciplinary content and digital literacies prompted by emerging technologies.
4:45-5:00 ~ Daily Wrap-Up (Finish at 2PM on Friday)

FEES, DUE DATES, AND SCHEDULE OVERVIEW
For URI transcript information, please email Christine P. Dolan at christine@uri.edu or call 401-874-4108.

Due Dates
All participants will post their assignments (see page 4 of syllabus) at the appropriate location on the Pathwright learning management system (and no later than August 10, 2019; no later than 11PM EST; Please feel free to turn things in earlier). Feedback on your work will be sent via Pathwright and email.

Grades for participants who register for graduate credit will be submitted to the University of Rhode Island, and certificates will be mailed to those who have completed all of the course requirements by the end of August.