



TIP 525: LEARNERS AND CURRICULUM IN THE DIGITAL AGE

FALL 2021

CREDITS 3

MARK SCHREIBER

ONLINE / CANVAS LMS

Technology, Innovation and Pedagogy: The goal of the program in Technology, Innovation, and Pedagogy is to develop educational professionals and classroom teachers that have foundational theoretical knowledge of technology infused pedagogy for transformative teaching and learning.

Class meets on Canvas LMS, Oct 18th-Dec 13th

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A. COURSE DESCRIPTION

Catalog: Examine, critically assess and develop curriculum that aims to build students' creativity, collaboration, critical thinking, and communication skills to prepare them for an increasingly complex, demanding, and competitive workplace.

Letter graded. Non-repeatable. No course fees.

B. PREREQUISITES

None

C. RELATIONSHIP OF THE COURSE TO THE PROGRAM KNOWLEDGE BASE

This is a core course in the Technology, Innovation, and Pedagogy Master's program. The course fosters foundational knowledge of theoretical frameworks related to learning and about various technology-infused learning environments widespread in local and national k-12 schools and professional training environments.

D. COURSE GOALS AND OBJECTIVES

- understand and apply instructional theories to technology rich learning environments
- identify the social and technological changes influencing today's learning contexts

- explore how different users perceive technology for teaching and learning
- demonstrate 21st century skills and explore their integration into curriculum
- design curriculum for a specific learner and learning context
- evaluate and critique curriculum based on workforce readiness and national standards

E. RELATED STANDARDS

International Society of Technology in Education Standards (ISTE)

For Teachers

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
 Engage in professional growth and leadership

For Students (UNC students would be able to apply these standards)

Creativity and innovation
 Communication and collaboration
 Research and information fluency
 Critical thinking, problem solving, and decision making
 Digital Citizenship
 Technology Operations and Concepts

Association for Educational Communications and Technology (AECT)

AECT Standard 1 (Content Knowledge): Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.






















AECT Standard 2 (Content Pedagogy): Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy.

AECT Standard 3 (Learning Environments): Candidates facilitate learning (p. 41) by: creating, using, assessing/evaluating, managing, ethics, diversity of learners.

AECT Standard 4 (Professional Knowledge and Skills): Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.

AECT Standard 5 (Research): Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning (p. 4) and improve performance (pp. 6-7).

F. COURSE CONTENT **see Canvas LMS for most up-to-date assignments and turn in dates*

☰ WEEK 1 (Complete by 10/27, 11:59pm) <input checked="" type="checkbox"/> <input type="button" value="+"/> <input type="button" value="⋮"/> 	
☰ 	WELCOME! (FlipGrid Response) ⊗ ⋮
☰ 	READ: Social Annotation in the Digital Age ⊗ ⋮
☰ 	REPLY: Principles of Connected Learning ⊗ ⋮
☰ 	ANNOTATE: TIP 525 Syllabus ⊗ ⋮
☰ WEEK 2 (DUE 11/3, 11:59pm) <input checked="" type="checkbox"/> <input type="button" value="+"/> <input type="button" value="⋮"/> 	
☰ 	BOOK: Affinity Online, Introduction ⊗ ⋮
☰ 	REPLY: Unpacking Interests ⊗ ⋮
☰ 	READ/WATCH: Quest-based Learning ⊗ ⋮
☰ 	JOIN CLASSCRAFT / COMPLETE FIRST QUEST! ⊗ ⋮
☰ 	ASSIGNMENT: Student Voice <small>Nov 3 100 pts</small> ⊗ ⋮
☰ WEEK 3 (Complete by 11/10, 11:59pm) <input checked="" type="checkbox"/> <input type="button" value="+"/> <input type="button" value="⋮"/> 	
☰ 	BOOK: Affinity Online, Ch 2. Bonding Through Shared Cultures and Practices ⊗ ⋮
☰ 	RESPOND: Production-Centered: Agency, Voice, and the "Maker Movement" ⊗ ⋮
☰ 	RESPOND: Instructional Theories in Technology Rich Learning Environments ⊗ ⋮
☰ 	READ/WATCH: Playing with Playful Ways of Knowing and Thinking (FlipGrid Response) ⊗ ⋮
☰ 	BEGIN: Genius Hour (ON CLASSCRAFT; DUE 12/1, 11:59pm) ⊗ ⋮
☰ WEEK 4 (DUE 11/17, 11:59pm) <input checked="" type="checkbox"/> <input type="button" value="+"/> <input type="button" value="⋮"/> 	
☰ 	BOOK: Affinity Online, Ch 3. Status: Developing Social and Cultural Capital ⊗ ⋮
☰ 	READ: Using Digital Tools to Promote Social and Emotional Learning ⊗ ⋮
☰ 	READ: HOMAGO & Peer-Supported Learning ⊗ ⋮
☰ 	REPLY: Openly-Networked Learning and Media Literacy ⊗ ⋮
☰ 	LRNG ⊗ ⋮
☰ 	ASSIGNMENT: Interest-Powered LRNG <small>Nov 24 100 pts</small> ⊗ ⋮
☰ 	Genius Hour 1st Weekly Reflection ⊗ ⋮

WEEK 5 (DUE 11/24, 11:59pm) ✓ + ⋮

- ⋮ 📖 BOOK: Affinity Online, Ch 4. Leveling Up: Connecting to Meaningful Opportunities 🗑 ⋮
- ⋮ 📖 READ & WATCH: Multiple Pathways 🗑 ⋮
- ⋮ 📖 RESPOND: 4 C's of 21st Century Learning 🗑 ⋮
- ⋮ 📖 HyperDocs for 21st-Century Learning 🗑 ⋮
- ⋮ 📖 ASSIGNMENT: 4 C's HyperDoc Curriculum 🗑 ⋮
Nov 24 | 100 pts
- ⋮ 📖 Genius Hour 2nd Weekly Reflection 🗑 ⋮

WEEK 6 (DUE 12/1, 11:59pm) ✓ + ⋮

- ⋮ 📖 BOOK: Affinity Online, Ch 5. Moving Forward: Connections to Practice and Design 🗑 ⋮
- ⋮ 📖 RESPOND: The Innovation Playlist 🗑 ⋮
- ⋮ 📖 ASSIGNMENT DUE: Genius Hour (20% Time) 🗑 ⋮
Dec 1 | 100 pts
- ⋮ 📖 SHARE & COMMENT: Genius Hour Projects 🗑 ⋮

Week 7 (DUE 12/8, 11:59pm) ✓ + ⋮

- ⋮ 📖 READ: What Should Graduates Know and Be Able to Do? 🗑 ⋮
- ⋮ 📖 ASSIGNMENT: Envisioning the Graduate of the Future, Part 1 (podcast) 🗑 ⋮
Dec 8 | 100 pts
- ⋮ 📖 SHARE: Your Podcast! 🗑 ⋮

WEEKS 8 (DUE 12/15, 10:59pm) ✓ + ⋮

- ⋮ 📖 RESPOND: 21st Century Skills, and the Future of Work 🗑 ⋮
- ⋮ 📖 RESPOND: Academic, Career, and Community Connections 🗑 ⋮
- ⋮ 📖 ASSIGNMENT: Envisioning the Graduate of the Future, Part 2 (written) 🗑 ⋮
Dec 15 | 100 pts








Readings, Discussions, Class Interactions/Practices (ongoing) ✓ + ⋮

- ⋮ 📖 Readings, Discussions, Class Interactions/Practices (ongoing) ✓ ⋮
Dec 15 | 100 pts

G. COURSE REQUIREMENTS

Assignments are weighted by group:

Group	Weight
WEEK 2	15%
WEEK 4	15%
WEEK 5	15%
WEEK 6	15%
WEEK 7	15%
WEEK 8	15%
Readings, Discussions, Class Interactions/Practices	10%
Total	100%

Sun Nov 3, 2019	 ASSIGNMENT: Student Voice	due by 11:59pm
Sun Nov 17, 2019	 ASSIGNMENT: Interest-Powered LRNG	due by 11:59pm
Sun Nov 24, 2019	 ASSIGNMENT: 4 C's HyperDoc Curriculum	due by 11:59pm
Sun Dec 1, 2019	 ASSIGNMENT DUE: Genius Hour (20% Time)	due by 11:59pm
Sun Dec 8, 2019	 ASSIGNMENT: Envisioning the Graduate of the Future, Part 1 (podcast)	due by 11pm
Sun Dec 15, 2019	 Readings, Discussions, Class Interactions/Practices (ongoing)	due by 10:59pm
	 ASSIGNMENT: Envisioning the Graduate of the Future, Part 2 (written)	due by 10:59pm

Full descriptions of each assignment and corresponding rubrics will be available in Canvas.

ASSIGNMENT: Student Voice

This week we visit to Letters to the Next President 2.0 (Links to an external site.), a project from 2016 where youth were asked to write a letter to the next U.S. president — whomever that person was to be — about matters that mattered most to them. Students will select letters to read, and annotate an article about findings using the free tool Hypothesis.

ASSIGNMENT: Interest-Powered LRNG

LRNG.org's goal is to enable young people to define their purpose and find paths to success. Through partnerships with communities, corporations, educators and young people, LRNG is building an equitable future of talent for the 21st century workplace that no longer leaves youth out, simply because of their zip code. LRNG's innovative platform immerses youth in connected communities of practice. Through rich playlists and curated content, YOU will earn a digital badge that unlock opportunities like micro-scholarships, internships and more.

ASSIGNMENT: "Gold Standard" PBL HyperDoc

To prepare our students to live, learn and work in the 21st century, we need to develop a range of skills and competencies in addition to core subject-matter knowledge. Think about the courses you have engaged with so far—what skills or competencies do you think are necessary to plan and design learning opportunities for, so that your students can develop these particular skills? Think to yourself which skills are particularly important for the group of students you are currently interacting with. Different student groups will have varying needs—so how can you design learning opportunities to take account of this? In Gold Standard PBL, projects are focused on students' acquiring key knowledge, understanding, and success skills. You will create an online, shared HyperDoc PBL.

ASSIGNMENT DUE: Genius Hour

You will be given time to freely explore and share with an affinity space. This will be structured in that you will be expected to show evidence of your work on your final artifact. You will submit a link, image of a student-centered questline you designed, and final reflection.

Envisioning the Graduate of the Future, Part 1 (Podcast)

One of the ultimate goals of high school is to prepare students to be successful after they leave. What distinguishing features or qualities should characterize the graduates of your school and/or community? What should they know? What should they be able to do? What should they understand? The answer to these questions is your graduate profile: a document that makes explicit the capabilities, competencies, knowledge, and attitudes that you and your community find essential for high school graduates of your local school(s).

Envisioning the Graduate of the Future, Part 2 (Written)

An important part of developing a graduate profile is considering different perspectives on what elements should comprise it. This assignment is meant to be a starting point for including multiple voices and ideas, one step on the road in a process that we hope will be eventually be truly collaborative.

Readings and Discussions

Preparation and participation: Each student will complete all reading assignments and engage in process work and discussions as assigned. This might include discussion boards, Canvas sessions, short assignments, drafts of writing, attendance at work sessions, or other small projects or assignments.

G. GRADING CRITERIA (Method of Evaluation): Letter Grade

Your grade will be determined based on the total percentage grades from all work completed. Major projects will include rubrics.

A=94-100; A-=92-93; B+=90-91; B =85-89; B-=82-84; C+=80-81; C=76-79; C-=73-75; F = 0-72

H. REQUIRED TEXTS/READINGS

Ito, M., Martin, C., Pfister, R. C., Rafalow, M. H., Salen, S., & Wortman, A. (2018). *Affinity online: How connection and shared interest fuel learning*. New York, NY: NYU Press

Additional research articles and learning materials will also be provided in Canvas. Students can also contribute to course readings by suggesting articles about the semester's current topic.

I. SUGGESTED READINGS (may be included in the readings provided in Canvas)

Dewey, J. (1916). *Democracy and education*. New York, NY: Macmillan.

Framework for 21st Century Learning. (2015). *About us*. Retrieved from Partnership for 21st Century Learning website: <http://www.p21.org/about-us/p21-framework>

Garcia, A. (Ed.). (2014). *Teaching in the connected learning classroom*. Digital Media and Learning Research Hub.

Kafai, Y. A., & Peppler, K. A. (2012). Developing gaming fluencies with Scratch: Realizing game design as a design process. In S. Barab, C. Steinkuehler, & K. Squire (Eds.), *Games learning society: Learning in the digital age* (pp. 355–380). Cambridge, MA: Cambridge University Press.

ISTE Standards. (2018). Retrieved at <https://www.iste.org/standards>

Ito, M., Gutierrez, K., Livingstone, S., Penuel, B., Rhodes, J., Salen, K., Schor, J., Sefton-Green, J., & Watkins, S. C. (2013). *Connected learning: An agenda for research and design*. Irvine, CA: Digital Media and Learning Research Hub.

Larmer, J., & Mergendoller, J. R. (2015). Gold standard PBL: Essential project design elements. Retrieved from Buck Institute of Education website: http://bie.org/blog/gold_standard_pbl_essential_project_design_elements

Mishra, P., & Mehta, R. (2017). What we educators get wrong about 21st-century learning: Results of a survey. *Journal of Digital Learning in Teacher Education*, 33(1), 6-19. 10.1080/21532974.2016.1242392

Resnick, M. (2017). *Lifelong kindergarten: Cultivating creativity through projects, passion, peers, and play*. Cambridge, MA: MIT Press

Rufo-Tepper, R., Salen, K., Shapiro, A., Torres, R., & Wolozin, L. (2011). *Quest to learn: Developing the school for digital kids*. Cambridge, MA: MIT Press.

Shaffer, D. W., Nash, P., & Ruis, A. R. (2015). Technology and the new professionalization of teaching. *Teachers College Record*, 117(12), 1–30.

Shapiro, J. (2018). *Digital play for global citizens*. New York: The Joan Ganz Cooney Center at Sesame Workshop.

Smith, A., West-Puckett, S., Cantrill, C., & Zamora, M. (2016). Remix as professional learning: Educators' iterative literacy practice in CLMOOC. *Education Sciences*, 6, 1-12. doi:10.3390/educsci6010012

Urbani, J. M., Roshandel, S., Michaels, R., & Truesdell, E. (2017). Developing and modeling 21st-century skills with preservice teachers. *Teacher Education Quarterly*, 44(4), 27.

- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wagner, T. (2014). *The global achievement gap: Why even our best schools don't teach the New survival skills our children need and what we can do about it*. New York, NY: Basic Books.
- Wagner, T., & Dintersmith, T. (2015). *Most likely to succeed: Preparing our kids for the innovation era*. New York, NY: Scribner.

J. COURSE POLICIES

Attendance and Participation

You are expected to attend all synchronous sessions on time and for the full length of class. Asynchronously, you are expected to stay up to date on what is expected and participate with group members and in discussions or assignments. If I find that you are not participating, I will request a meeting to address the situation. Non-participation will adversely impact your grade.

Late and Missing Assignments

Submission of ALL assignments is expected to be on time and in the prescribed format and manner. Work and projects are expected by class time on the designated due date.

Electronic submission of assignments that are not in the specified format (software available on campus), will also be considered late. These assignments will be rejected and issued ZERO points until resubmitted. Resubmission will be expected by the beginning of the next class session. Your final assignment grade will be reduced by 10% of the possible points for this delay.

Generally, late assignments are not accepted. Exceptions may be arranged by communicating your extenuating circumstance to your instructor **prior** to the due date. Students frequently ask for an extension when their computer or storage device crashes and they lose an assignment. A backup storage device is a requirement for this course. You will NOT be granted an exception for late work in this situation. You should dutifully back up all your work every time you work on it. That way you if a crash occurs you only lose work from the last session.

Written Assignment and Communication Policy

All assignments and written communications in this class (including email and discussion board postings), are expected to be word-processed and conform to University-level writing standards. Your writing should be professional, clear, and when appropriate or required, include proper citations of expert knowledge and media in American Psychological Association (APA) format. Errors in spelling and/or grammar are expected to be rare. Colloquial, informal writing is not appropriate. When grading or reviewing student work that does not meet these standards, your instructor will return the work for revision. The revised assignment will be issued ZERO points until resubmitted. Revisions will be due at the beginning of the next class session. Once re-graded, 10% of the total points possible will be deducted from your score.

The course Canvas shell contains a support button with web-based resources to help you with your writing skills in areas such as APA, grammar, second language issues, etc. Additionally, the Writing Center on the Greeley campus offers one-on-one support for students. Appointments are recommended.

If more than one assignment is rejected for writing issues, a Personal Improvement Referral may be submitted to your department chair. At their discretion a Personal Improvement Plan may be issued.

Appropriate Use of Electronic Communications

Discussion boards and email communications are an important instructional tool this course. Here are some of the most important rules for this class regarding the use of discussion boards and email:

1. Don't say anything in the discussion that you would not say in a face-to-face classroom situation. Use your professional judgment.
2. Contributions to discussion board should be for "the good of the group"; email me directly with questions or issues that only apply to you.
3. Be polite. Choose your words carefully. Do not use derogatory or sarcastic statements.
4. Contribute constructive comments and suggestions.
5. "Flaming" – expressing anger, often rudely – has no place in a classroom situation, either in the discussion area or in private email. Students receiving any sort of inappropriate email from other students should forward a copy to the instructor.
6. Don't use all capital letters. This is considered to be "shouting," and is therefore rude. Likewise, don't use all lower-case letters. In other words, use professional writing, not "IM" writing.

UNC University Policies:

Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Resource Center (DRC) to request accommodations. Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: www.unco.edu/disability-resource-center

Food Insecurity and Basic Needs

Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A, and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at sos@unco.edu or via phone at 970-351-2796.

Academic Integrity

You are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Office of Community Standards and Conflict Resolution.

Title IX

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all UNC faculty and most staff members are “responsible employees,” which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

- UNC’s Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-35-4040 or www.unco.edu/asap
- UNC Counseling Center: 970-351-2496 or www.unco.edu/counseling
- UNC Psychological Services: 970-351-1645 or www.unco.edu/cebs/psych_clinic

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance (970-351-4899). OIEC is located on the third floor of the University Center in room 3060.

Equity and Inclusion Statement

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities. If you would like to report an incident or learn more about identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance

Liability Statement

For unpaid field-related requirements such as practicum, service learning, intern, student teaching, UNC purchases insurance that provides liability coverage to teacher candidates (subject coverage limitations and deductibles of the applicable insurance policy) for claims made against the teacher candidate while s/he is acting in the course and scope of her/his responsibilities in field experience. Such coverage is subject to limitations and exclusions for, among other things, alleged intentional acts and other uncovered claims. In addition, the teacher candidate, during her/his practice teaching in a school is deemed an employee of the school district for the purposes of workers' compensation and liability insurance as provided for other school employees.

Personal Liability: It is each teacher candidate's choice to determine if s/he wishes to purchase additional liability coverage. Several professional organizations, including but not limited to the Colorado Education Association, the Council for Exceptional Children, and the National Education Association, offer personal – professional liability insurance that can be purchased by the teacher candidate at her/his expense.