PSQF:7331:001– Spring 2019 Session
Digital Media & Learning

Course Instructor	Office Hours
Benjamin (Ben) DeVane, Ph.D Assistant Professor **Campus Address:** 354 Lindquist Center **Phone:** (319) 335 - 5422 **Email:** benjamin-devane@uiowa.edu **Skype:** benjamin-devane	2pm - 4:00 P.M. Tuesdays and by appointment **Course Time & Location** Tuesdays, 5:00P - 7:30P Lindquist Center (LC), Room 202 ICON – Readings and Grades Example course site: http://www.bendevane.com/dml2014
Academic Course Home	**Prerequisites**
Department of Psychological & Quantitative Foundations	None, other than a willingness to "geek out" about new modes of learning.

Instructor biography

I'm Ben. I'm interested broadly in how people learn and interact with digital media in a variety of formal and informal educational settings. Truth be told though, I mainly study learning games. More specifically, my research investigates game-centric approaches to helping people learn about computational thinking and scientific inquiry – we'll probably read about these things at some point in the course.

Once upon a time, I helped found the Games, Learning & Society initiative at the University of Wisconsin (as a graduate student). I also taught and researched game development and interaction design at the University of Florida.

Course Description

This seminar on will cover new and emerging topics pertaining to learning with digital media like: games and systems thinking, social media and participatory culture, digital literacies and humanities, textile creation and computational thinking, learning analytics and formative feedback, embedded assessment, online affinity spaces, identity and digital environments, and 'making movements' and multi-generational learning, among others. In a semester-long project, students will review literature in an emerging area of digital learning scholarship OR conduct a small-scale, preliminary research investigation in said area. This project will result in a final paper that shows how you understand an area of digital learning research relative to your own academic scholarship or educational practice. Throughout the course, class activities will foster 'connected learning' practices through students' participation in a public-facing online learning space.

Course Structure

For a detailed explanation of the course work requirements to be mentioned below, see the **"Course Work"** section of this syllabus.

Students will be expected to visit the course site several times a week to:

- **Course Readings,** read and analyze course readings.

- **Review the "Course Content"** and get familiarized with all course materials (e.g. assigned readings and assignment requirements).
- **Review the course homepage** for any updates related to the course **deadlines.**
- Assignments are **due no later than 4:00 P.M.** on the dates specified later on this syllabus and on the **course website.**

Technology for the course

Media/System Requirements:

Listed below are the media/system requirements applicable to this course:

- **System requirements.** Computer with Internet access, preferably broadband wired connections with upload and download speeds of at least 1 Mbps. Although wireless will work it can have delay problems.
- **Browser requirements.** Firefox or Google Chrome are recommended regardless of operating system. All versions of Internet Explorer have functional difficulties in both ICON and the wiki.
- The latest version of **Adobe Reader** must be installed in your computer in order to access course materials posted as PDFs. For a **free download** of this application, visit the Center for Credit Programs **Internet Connection Test/Download Page**.

Email:

Email is the official method of communication for this course. Students can expect to receive weekly communications from the instructor (via email) introducing assigned course work. Students are expected to check their university email account several times a week.

Grading Criteria

Final grades will be awarded based on the following ranges:

A	B	C	D	F
A+ > 97	B+ 89-86	C+ 79-76	D+ 69-66	F < 59
A 96-94	B 85-83	C 75-73	D 65-63	
A- 93-90	B- 82-80	C- 72-70	D- 62-60	

See below for a list of assignments and the associated grade weighting of each.

Attendance

This is a participation-based course (i.e., you learn-by-doing). Therefore, attendance and punctuality are extremely important. Attendance will be noted each class session. If missing class is unavoidable, contact the instructor in advance by e-mail. If you must miss a class, you are responsible for the material covered. Excessive absence and tardiness may result in failure of the course. If you have concerns about this, please contact the instructor.

Netiquette

- Students need to effectively communicate with each and their instructors when working online. Although it may not be intended, tone in communication is often read differently than when it

is presented in the form of speech. For tips on "Netiquette" technique, go to: http://www.albion.com/netiquette/

Course Work

Assignment #1:

Project Proposal (10% of final grade)

Propose your project. In about 500 words, briefly describe your project's guiding research question, review at least two relevant articles in the research literature, and your anticipated data sources. Use of proper citation format required.

Assignment #2:

Analysis (20% of final grade)

Make an argument about a topic relevant to the course that shows your knowledge of at least three of the readings we have engaged with thus far. The deliverable can be a paper (~1000 words) or a creative artifact (machinima, wiki, infographic, narrated vlog, animation, website) that clearly communicates your argument and understanding of the material. This topic does not have to be related to your Final Project topic. Use of proper citation format required.

Assignment #3:

In-class discussions (10% of final grade)

Twice over the course of a semester, lead a discussion over half of a class period on a course topic. You can select from one of the available topics (see calendar), or petition the instructor to have a topic added.

Assignment #4:

Final Project Paper Rough Draft (5% of final grade)

Turn in a rough draft (90% done) of your final project paper for feedback.

Assignment #5:

Final Project Presentation (5% of final grade)

Conduct a 15-minute in-class presentation that provides an overview of your final project findings.

Project #1:

Final Project Paper (30% of final grade)

A 2000-word research paper that examines a topic relevant to the course. The paper will deal with elements used in the Annual AERA call for submissions: 1) Objectives or purposes; 2) Perspectives or theoretical frameworks; 3) Methods, modes or sources of inquiry; 4)Data sources, evidence, objects, or materials; 4) Results and/or substantiated conclusions or warrants for arguments/point of view; 6) Scientific or scholarly significance of the study or work.

The paper will be 2000 words excluding tables, figures, captions and references, consistent with AERA requirements.

Weekly Requirements:

Reading Responses and discussion (10% of grade)

A reading response is required to be submitted to the course website on prior to all class meetings listed on the course calendar (the classes you lead or with major assignments are exceptions). The response should address a major issue, argument, or implications raised in one

of the readings. The reading response can be 200-words of text, or can employ alternative means that clearly communicate ideas (graphics, figures, gifs, machinima, wiki, infographic, narrated vlog, animation, website)

In-class Participation (10% of grade)

Lecturing and reiterating topics that you should have read is not a very efficient use of time in a graduate course. Given this, the class session will provide opportunities to apply and synthesize the material through discussion and activities. Essentially, your goal is to understand the readings and demonstrate this through your interaction in class and your completed projects (and quizzes and exams if necessary-although this is not a preference of mine).

Assignment Format	Due Dates & Missed Deadlines
All assignments are to be typed and format as follows: • 10-12 point font size • Page numbers added • APA format unless otherwise approved Absent instructor's approval, late assignments will not be accepted.	Major assignments and projects are: • Due no later than 4:00 P.M. on the dates indicated in the syllabus. • To be submitted via the ICON **Dropbox.**

Student Rights

All students have specific rights and responsibilities. Students have the right to adjudication of any complaints they have about classroom activities or instructor actions. Information on these procedures is available in the College's (College of Education) Student Academic Handbook. Students also have the right to expect a classroom environment that enables them to learn, including modifications if they have a disability.

Academic Fraud

All forms of plagiarism and any other activities that result in a student presenting work that is not his or her own are academic fraud. All academic fraud is reported first to the departmental DEO and then to the Associate Dean for Academic Programs and Services. See Academic Fraud at http://www.clas.uiowa.edu/students/academic_handbook/ix.shtml for the complete policy. Students also need to be notified if tools such as Turn It In, often used to curb plagiarism, is used in the course.

Making a Suggestion or a Complaint

Students have the right to make suggestions or complaints and should first visit with the instructor, and next with the departmental DEO, Saba Ali. All complaints must be made as soon as possible. For more information visit, Student Complaints at http://www.clas.uiowa.edu/students/academic_handbook/ix.shtml#5

Academic Accommodations

Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, instructors must provide reasonable academic accommodations for qualified students with disabilities. Students seeking academic accommodations first register with Student Disability Services and meet with a counselor in that office who reviews documentation and determines eligibility for services. Students approved for accommodations arrange to meet privately with course instructors. Visit Student Disability Services at http://www.uiowa.edu/~sds/ or call 319-335-1462.

Understanding Sexual Harassment

Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the well-being of students, faculty, and staff. Visit this site - http://www.sexualharassment.uiowa.edu/ - for definitions, assistance, and the full University policy.

Course Calendar

Week 1: ending 1/21	
Due this week: Introduce yourself and your interests	**Topic 1:** *Introduction: New Technologies* **Assigned Readings:** • **SITE:** Ito et al, 2013, p. 1-43; Collins & Halverson, 2010; Gee, 2008 – Introduction to Digital Media
Week 2: 1/29	
Due this week: Reading Response	**Topic 2:** *Introduction: New Cultures* **Assigned Readings:** • **SITE:** Jenkins et al., 2006; Ito, 2003; Shaffer et al., 2006;
Week 3: 2/5	
Due this week: Reading Response	**Topic 3:** *Games & Learning* **Assigned Readings:** • **SITE:** Gee, 2007; Steinkuehler & Duncan, 2009; Gaydos & Squire, 2012
Week 4: 2/12	
Due this week: Reading Response	NO CLASS - Project Proposal Due
Week 5: 2/19	
Due this week: Reading Response	**Topic 4:** *Digital Media in schools – digital divide and media literacy* **Assigned Readings:** **SITE:** Warschaeur, 2016; Buckingham, 2016; danah boyd, 2016
Week 6: 2/26	
Due this week: Reading Response Lead Class Option	**Topic 5:** *Literacy & Digital Media* **Assigned Readings:** **SITE:** Black, 2008; Magnifico, 2010; Vasudevan et al., 2013 (in Lankshear & Knobel), pp. 23-37
Week 7: 3/5 PAPER 1 DUE	
Due this week:	**Topic 6:** *Connecting Media, Youth & Learning – Classrooms and the Structure of*

Analysis Due	*Schools* **Assigned Readings:** **SITE:** Ito et al., 2013, pp. 40-80; Garcia et al., 2016; DeVane, 2014
Week 8: 3/12	
Due this week: Reading Response Lead Class Option	**Topic:** *Design & Participatory Learning* **Assigned Readings:** • **SITE:** (Takeuchi & Stevens, 2011, pp. 4-8 & 43-57; Banerjee & Horn, 2013; Antle et al., 2011)
Week 9: 3/26	
Due this week: Reading Response Lead Class Option	**Topic:** *Analytics & Quantified Self* **Assigned Readings:** **SITE:** Berland et al., 2013; Rosé et al., 2008; Lee, 2013
Week 10: 4/2	
Due this week: Reading Response Lead Class Option	**Topic:** *Embedded Assessment, Stealth Assessment & Evidence-Centered Design* **Assigned Readings:** • **SITE:** Hickey et al., 2009; Shute & Ke, 2012; Roscoe & McNamara, 2013
Week 11: 4/9	
Reading Response Lead Class Option	**Topic:** *Gender, Race & Equity in Digital Learning* ▪ Watkins, 2012; Willett., 2007; Taylor, 2008; DeVane, 2008
Week 12: 4/16	
Due this week: Reading Response Lead Class Option	**Topic:** *Embodied and location-based inquiry with technology* **Assigned Readings:** ▪ **SITE:** Norooz & Froelich, 2013; Wagler & Mathews, 2012; Taylor et al., 2018
Week 13: 4/23	
Due this week: Reading Response Lead Class Option Final Project Rough Draft Due	**Topic:** *Affinity Spaces & Online Community* **Assigned Readings:** ▪ **SITE:** Gee, 2018; Ito et al, 2017; Steinkuehler & Williams, 2006
Week 14: 4/30	
Due this week:	**Topic:** *The Maker Movement & DIY Learning*

Final Project Presentation	**Assigned Readings:** **SITE:** Peppler & Wohlwend, 2017; Halverson, 2013; Kafai & Peppler, 2014
Week 15: 5/8	**Finals**
Due this week: *Final Paper Due*	**Final Paper Due**

Tentative Course Reading List
INCORRECT - WILL CHANGE

Week 1

Collins, A., & Halverson, R. (2010). The second educational revolution: Rethinking education in the age of technology. Journal of Computer Assisted Learning, 26(1), 18–27.

Gee, J. P. (2009). Digital Media and Learning as an Emerging Field, Part I: How We Got Here. International Journal of Learning and Media, 1(2), 13–23. doi:10.1162/ijlm.2009.0011

Ito, M., Gutiérrez, K., Livingstone, S., Penuel, B., Rhodes, J., Salen, K., & Watkins, S. C. (2013). Connected learning: An agenda for research and design. Digital Media and Learning Research Hub.

Week 2

Greenhow, C., Robelia, B., & Hughes, J. E. (2009). Learning, teaching, and scholarship in a digital age Web 2.0 and classroom research: What path should we take now? Educational Researcher, 38(4), 246–259.

Warschauer, M., & Matuchniak, T. (2010). New technology and digital worlds: Analyzing evidence of equity in access, use, and outcomes. Review of Research in Education, 34(1), 179.

Bannon, B. (2012). YOUmedia Chicago: Connecting Youth Through Public Libraries. National Civic Review, 101(4), 33–35.

Week 3

Gee, J. (2007). Learning and Games. In K. Salen (Ed.), The Ecology of Games (pp. 21–40). Cambridge, MA: MIT Press.

Steinkuehler, C., & Duncan, S. (2009). Informal scientific reasoning in online virtual worlds. Journal of Science Education & Technology, 008–9120.

Gaydos, M. J., & Squire, K. D. (2012). Role playing games for scientific citizenship. Cultural Studies of Science Education, 7(4), 821–844.

Week 4

Jenkins, H. (2006). "Interactive Audiences? The "Collective Intelligence" of Media Fans." In Fans, bloggers, and gamers: Exploring participatory culture. New York: NYU Press.

Ito, M. (2003). A new set of social rules for a newly wireless society. Japan Media Review, 13, 1–4.

Shaffer, D., Squire, K., Halverson, R., Gee, J., & Academic Advanced Distributed Learning Co-Laboratory. (2005). Video Games and the Future of Learning. Phi Delta Kappan, 87(2), 104.

Week 5

Black, R. W. (2008). Chapter 1 in Adolescents and online fan fiction (Vol. 23). New York: Peter Lang.

Hayes, E. R., & Duncan, S. C. (2012). *Learning in Video Game Affinity Spaces*. New York: Peter Lang. (Chapter 9)

Lankshear, C., & Knobel, M. (2013). *A New Literacies Reader: Educational Perspectives*. New York: Peter Lang. (Chapter 1).

Week 6

boyd, d. (2014). It's Complicated: the social lives of networked teens. Yale University Press.

Ito, M., Gutiérrez, K., Livingstone, S., Penuel, B., Rhodes, J., Salen, K., & Watkins, S. C. (2013). Connected learning: An agenda for research and design. Digital Media and Learning Research Hub.
DeVane, B. (2014). Beyond the Screen: Game-Based Learning as Nexus of Identification. *Mind, Culture, and Activity*, 21(3), 221–237. doi:10.1080/10749039.2014.911327

Week 8

Johnson, S. (2013a, June 19). Theme and Meaning: What is your game actually about? Retrieved from http://www.gamasutra.com/view/news/193338/What_is_your_game_actually_about.php
Johnson, S. (2013b, June 19). Theme and Meaning: Practical examples for marrying theme and meaning. Retrieved from http://www.gamasutra.com/view/news/193342/Practical_examples_for_marrying_theme_and_meaning.php
Takeuchi, L., & Stevens, R. (2011). The new coviewing: Designing for learning through joint media engagement. Presented at the New York, NY: The Joan Ganz Cooney Center at Sesame Workshop.
Antle, A. N., Bevans, A., Tanenbaum, J., Seaborn, K., & Wang, S. (2011). Futura: design for collaborative learning and game play on a multi-touch digital tabletop (pp. 93–100). Presented at the Proceedings of the fifth international conference on Tangible, embedded, and embodied interaction, ACM.
Banerjee, A., & Horn, M. S. (2014). Ghost hunter: parents and children playing together to learn about energy consumption (pp. 267–274). Presented at the Proceedings of the 8th International Conference on Tangible, Embedded and Embodied Interaction, ACM.

Week 9

Berland, M., Martin, T., Benton, T., Petrick Smith, C., & Davis, D. (2013). Using learning analytics to understand the learning pathways of novice programmers. Journal of the Learning Sciences, 22(4), 564–599.
Berland, M., Martin, T., & Benton, T. (2010). Programming standing up: Embodied computing with constructionist robotics. Proceedings of Constructionism 2010, 10–12.
Roscoe, R. D., & McNamara, D. S. (2013). Writing pal: Feasibility of an intelligent writing strategy tutor in the high school classroom. Journal of Educational Psychology, 105(4), 1010.
Rosé, C., Wang, Y.-C., Cui, Y., Arguello, J., Stegmann, K., Weinberger, A., & Fischer, F. (2008). Analyzing collaborative learning processes automatically: Exploiting the advances of computational linguistics in computer-supported collaborative learning. International Journal of Computer-Supported Collaborative Learning, 3(3), 237–271.

Week 10

Hickey, D., Ingram-Goble, A., & Jameson, E. (2009). Designing assessments and assessing designs in virtual educational environments. Journal of Science Education and Technology, 18(2), 187–208.
Shute, V. J., & Ke, F. (2012). Games, learning, and assessment. In Assessment in Game-Based Learning (pp. 43–58). Springer.
Mislevy, R. J., Behrens, J. T., Dicerbo, K. E., Frezzo, D. C., & West, P. (2012). Three things game designers need to know about assessment. In Assessment in game-based learning (pp. 59–81). Springer.

Week 11

Craig Watkins, S. (2011). Digital divide: Navigating the digital edge. *International Journal of Learning and Media*, 3(2), 1–12.
Willett, R. (2007). Consumer citizens online: Structure, agency, and gender in online participation. In D. Buckingham (Ed.), *Youth, identity, and digital media* (pp. 49–69).
Taylor, T. (2008). Becoming a player: Networks, structure, and imagined futures. In Y. B. Kafai, C. Heeter, J. Denner, & J. Y. Sun (Eds.), *Beyond Barbie and Mortal Kombat: New perspectives on gender and gaming* (pp. 51–65). Cambridge, MA: MIT Press.
DeVane, B., & Squire, K. D. (2008). The Meaning of Race and Violence in Grand Theft Auto: San Andreas. *Games and Culture*, 3(3-4), 264–285.

Week 12

Norooz, L., & Froehlich, J. (2013). Exploring early designs for teaching anatomy and physiology to children using wearable e-textiles (pp. 577–580). Presented at the Proceedings of the 12th International Conference on Interaction Design and Children, ACM.
Lee, V. R. (2013). The Quantified Self (QS) movement and some emerging opportunities for the educational technology field. Educational Technology, (November-December 2013), 39.
Steinkuehler, C., Squire, K., & Barab, S. (2012). Games, Learning, and Society: Learning and Leading in the Digital Age. New York: Cambridge University Press. (Chapter 9)
Mathews, J., & Holden, J. (2012). Place-based design for civic participation (pp. 131–148). Presented at the Mobile media learning, Springer-Verlag.

Week 13

Hayes, E. R., & Duncan, S. C. (2012). Learning in Video Game Affinity Spaces. New York: Peter Lang. (Chapter 3)
Steinkuehler, C., & Williams, D. (2006). Where everybody knows your (screen) name: Online games as "third places." Journal of Computer-Mediated Communication, 11(4), 885–909.
Hayes, E. R., & Duncan, S. C. (2012). Learning in Video Game Affinity Spaces. New York: Peter Lang. (Chapter 3).
Gee, J.P. and Hayes, E. (2010). Passionate Affinity Groups: A New Form of Community that Works to Make People Smarter. Chapter 5. In Women and gaming: The Sims and 21st century learning. pp. 105-124. New York: Palgrave.

Week 14

Peppler, K., & Bender, S. (2013). Maker movement spreads innovation one project at a time. Phi Delta Kappan, 95(3), 22–27.
Halverson, E. R. (2013). Digital art making as a representational process. Journal of the Learning Sciences, 22(1), 121–162.
Kafai, Y. B., & Peppler, K. A. (2014). 12 Transparency Reconsidered: Creative, Critical, and Connected Making with E-textiles. In M. Ratto & M. Boler (Eds.), DIY Citizenship: Critical Making and Social Media (p. 179).