



EDUCATION 5210
Graduate Seminar in Curriculum Studies:
MULTIPLE LITERACIES & NEW MEDIA
Summer Session II 2019
LINC L1170A MTWRF 1:00 – 3:50 PM

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Calendar Description:

Education 5210 - Graduate Seminar in Curriculum Studies (Series)
Credit Hours: 3.00 Contact hours per week: 3-0-0

Course Description:

In-depth study of specific topics in and approaches to curriculum, dependent on student interests and Faculty resources. Examples might include: Teachers' Life Histories and Curriculum Development; Critical Pedagogy and Curriculum; Evaluation of Curriculum; Language in Education; and Critical Thinking: Issues and Approaches.

Prerequisite(s): Admission to the cohort for which the course is being offered

Resources and Supplementary Resources:

The following required resource is available at the University Bookstore:

Lambert, J. (2018). *Digital storytelling: Capturing lives, creating community*. (5th ed.) New York: Routledge.

Additional resources/readings will be provided in class and posted on the course Moodle.
(<https://moodle.uleth.ca>).

Course Description and Rationale

Literacy is not a narrow skill set but a way of being in relation to language and discourse that is informed by ideas and objects. (Lehman, 2015, p.4).

As part of the Multiple Literacies in Globalized Canadian Classrooms cohort, EDUC 5210 will extend and deepen an awareness and understanding of multiple literacies. We will examine the new and multi-modal literacies through experiential activities and apply theoretical positions to support a critical engagement of analog and technological, digital texts. Throughout we will be examining what it means to be literate in a world saturated by visual and multi-modal texts including both professionally produced and those made and shared by amateurs.

The polysemic language of visual culture will inform both material and digital activities. Additionally, with the rise of podcasts and a reinvigoration of oral/aural culture, students will have the opportunity to enhance a critical awareness of digitized culture in the everyday life of teachers and their students. Applying the means of amateur production including the making of a digital story, students will critically engage in the processes of text creation and consider how such processes and their final products inform and influence personal identities. How do these identities connect within visual codes inherited from art and remixed through popular and media culture? How can teachers enable their students to be playful, creative, and critically engaged in the production and reception of multi-modal and analog texts? How do these texts reflect a globalized classroom - and if not, then how can educators apply critical and imaginative responses to address this lack? The readings and resources will provide literature and theoretical studies regarding the old and new literacies and what participatory technologies contribute to evolving pedagogies.

The hands-on assignments will explore ideas and examples from the readings. Students will learn the language of visual critical analysis and connect the readings and assignments to their own professional practice. We will consider questions such as: What is the language for readers and creators to describe, synthesize, and evaluate the intentionality and effectiveness of a work or experience? What voices are represented and how can educators address the diversity of their classrooms? This course requires active participation and an open mind and fosters a broad definition of literacy.

Lehman, B. (2015). The things we carry: Artifactual literacies in the English classroom. *Virginia English Journal*. Spring/Summer. 65(1). Retrieved from <http://connection.ebscohost.com/c/articles/109002493/things-we-carry-artifactual-literacies-english-classroom> .

Objectives

The course will support a deeper understanding of the nature of multiple literacies and its role within contemporary Canadian classrooms. Students will further their theoretical and experiential understanding of multiple literacies through creative and participatory approaches of knowledge creating and sharing. These understandings will thus refine pedagogical practices for specific teaching contexts.

Students will

1. Demonstrate an applied understanding of how one's approach to multiple literacies influences pedagogical choices through the production of multi-literacy texts (e.g. digital story, podcast).
2. Identify characteristics of multiple literacies (i.e. visual, textual, audio, sensory, artefactual, digital, and technological) and their interacting qualities in the creating, sharing, and reading/understanding of such texts.
3. Read, analyze, engage and assess current educational research regarding multiple literacies.
4. Engage in self-reflective practices to extend understanding of experiential and theoretical learning.
5. Experiment with different forms of texts (image, sound, sensory etc.) to find confidence and competence in different styles.
6. Create and share examples in small groups as part of deepening the understanding of the roles of audience, feedback and reviews.

Assignments

Evaluation will be based on the following summative assessments/assignments although formative assessment opportunities will be made available to allow students to refine their work. More detailed assessment overviews will be provided for all assignments.

Assignment #1

Representing Multiliteracies

30% weighting Due: Tuesday July 16th, 9am.

This assignment involves choice in creating from four possible representations of a text (1. Photo diary; 2. Graphic novel excerpt; 3 Sketch note-taking; 4. Audio podcast). Students will create a text and apply metacognitive and self-reflective strategies throughout the process of making this multi-modal text. The topic for the texts may come from sensory or artefactual experiences (e.g. Wetlands Walk with Ryan Heavy Head or the Sculpture tour through the University Art Gallery). Both the text produced (50% of Assignment One) and the self-reflection (50% of Assignment One) will be assessed as Assignment One (a detailed rubric appropriate to the text format will be provided on the Moodle site). The reflection is to be 1200 words and you are to provide support in your reflection from the readings and resources. APA citation style is required. A minimum of 5 references (from course readings or additional reading) are required.

Assessment criteria:

Your text (i.e. photo diary, graphic novel excerpt, sketch-notes, or podcast) will be assessed as a “work in process” as most creative work is never fully finished. Aiming for an acceptable level of quality will enable your ability to experiment and yet produce a text that you could apply in your professional practice. Your reflection will be assessed on how clearly you describe the process of creating the multi-modal text and your noting of metacognitive decisions and insights. This sense-making may include observations made during the sensory/materiality experience, interactions with classmates, and how your thinking about the text changed over time and with various considerations. Connections to the course readings, activities, and discussions should be clearly discussed and used to inform the self-reflection.

Assignment #2

Blog post – Multimodal Literacies and Diverse Classrooms

35% weighting Due: Monday July 22, 9am.

For this assignment you will develop a short personal essay with academic citations woven throughout as a form of professional reflection. This essay will explore your thinking and insights regarding theories and research of multiple literacies as it relates to your own professional context. The blog post infers a reader who is interested to understand multiple and digital literacies from the viewpoint of an informed educator (please note the potential to be published on the BOLT Multi-author blog). The blog post should be 1200 - 1500 words and you are to provide support in your blog post from the readings and course activities. Please use APA citation style and include at least 5 academic references.

Assessment criteria:

The assessment will examine the clarity of your thoughts and writing to convey your ideas. Integration of course concepts, theory and/or research with your own observations should highlight a professional perspective and insight to your lived experiences. A detailed blog post rubric will be provided on the Moodle site.

Assignment #3

Digital Story

35% weighting Due: Friday July 26th, 9am.

Assignment 3 involves the creation of an approximately 4 minute digital story using the method developed at the Center for Digital Storytelling. *The recommended software is from wevideo.com* and the price varies depending on what you select; the entry cost is approximately C\$5.00 for a monthly access. Similar to Assignment 1, aim for an acceptable level of quality and consider experimenting as part of the learning. For this assignment you will also write a 1200-1500 word self-reflection that explicates your insights into multiple literacies as you experienced the digital story method. Both the story produced (50% of Assignment Three mark) and the self-reflection (50 % of Assignment Three mark) will be assessed for Assignment Three. Please use APA citation style and include a minimum of 5 academic citations.

Assessment criteria:

Your reflection will be assessed on how clearly you describe your process of making the digital story and how this experience has informed your understanding of course concepts. The strength and originality of insights and connections to your experience and the course readings will be assessed. A detailed rubric appropriate to the digital storytelling will be provided on the Moodle site.

Grading

The Faculty of Education has a standardized grading schedule for graduate courses. This schedule will be used for determining final grades for graduate students in this course.

Students are expected to monitor their University email accounts and to use their University accounts whenever writing instructors concerning course work and course grades.

GRADING SCHEDULE FOR GRADUATE CLASSES

Numeric Value	Letter Grade	Grade Point
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70
Note: Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies & Research in Education graduate program.		
77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70
67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00

Mandatory attendance for all classes is required. In exceptional circumstances where you will be absent, notify the instructor in advance. There is a strict late policy. Late assignments will lose 3% per calendar day unless an extension was granted in advance of the due date. Extensions will only be granted in exceptional circumstances that are unpredictable and out of your control. Documentation must be provided by a relevant professional (e.g., doctor). It is expected that your writing meets the expectations of a graduate level program, including abiding by the APA Publication Manual 6th edition. Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure or organization are not acceptable.

Tentative Course Schedule:

	Monday July 8	Tuesday July 9	Wednesday July 10	Thursday July 11	Friday July 12
A M	5400	5400	5210	Reading Day	5400
PM	5210	5210	5400		5210
	Monday July 15	Tuesday July	Wednesday July 17	Thursday July 18	Friday July 19
A M	5210	5210	Reading Day	5400	5400
PM	5400	5400		5210	5210
	Monday July 22	Tuesday July	Wednesday July 24	Thursday July 25	Friday July 26
A M	5210	5210	Reading Day	5400	5400
PM	5400	5400		5210	5210

Tentative Course Schedule:

Date(s)	Topic/Concepts	Required Readings
Mon. July 8	Introduction to Multiple Literacies	Cope & Kalantzis (2009) Lehman (2015)
Tues. July 9	Experiential Learning: Oldman River Wetlands Walk with Ryan Heavy Head 1 pm – 3:50 pm. Oldman River	Watch Ryan Heavy Head and his introduction to <i>Blackfoot Phenology Orientation</i> Available from: https://www.youtube.com/watch?v=5M8o2brrZBs ; Ryan has his own You Tube Channel with over 2000 uploads.
Wed. July 10	Materiality Part 1	Kuby & Rowsell (2019) Dénomme-Welch & Rowsell (2017)
Thur. July 11	Materiality Part 2	Knobel & Lankshear (2014) MacKenzie-Dawson, S. K. (2019)

Fri. July 12	Sculpture Garden Tour – U of L Art Gallery Juliet Graham 1:30 – 3:00 pm Visual Literacies & Photography Sharing	Lambert (2018) – Chapters 1 & 2
Mon. July 15	Digital Story Telling – Introduction and background	Lambert (2018) – Chapters 3& 4
Tues. July 16	Story Circle – Part 1	Lambert (2018) – Chapters 5,6 & 7
Wed. July 17	Story Circle – Part 2	Lambert (2018) – Chapters 8 & 10
Thurs. July 18	Digital Storytelling Workshop	Lambert (2018) – Chapters 11
Fri. July 19	Digital Storytelling Workshop	Lambert (2018) – Chapters 9
Mon. July 22	Uof L Curriculum Lab - Graphic Novels Beth Cormier 9:30 – 10:30 am	Lambert (2018) Chapter 12
Tues. July 23	Multi-literacies & Open Pedagogy	Hegarty (2015)
Wed. July 24	Assessment for Learning with Multiple Literacies – Issues & concerns	Randall & Mercurio (2018).
Thurs. July 25	Digital Storytelling Film Festival	Lambert – Chapter 13
Fri. July 26	Conclusion to Summer Session II : Putting the Pieces Together	

Required Readings

- Cope, W. & Kalantzis, M. (2009) “Multiliteracies”: New Literacies, New Learning, *Pedagogies: An International Journal*, 4:3, 164-195, DOI:10.1080/15544800903076044
- Dénomme-Welch, S., & Rowsell, J. (2017). Epistemologies of Silence. *Brock Education: A Journal of Educational Research and Practice*, 27(1), 10-25.
- Hegarty, B. (2015). Attributes of open pedagogy: A model for using open educational resources. *Educational Technology*, 3-13.
- Knobel, M., & Lankshear, C. (2014). Studying new literacies. *Journal of adolescent & adult literacy*, 58(2), 97-101.
- Kuby, C. R., & Rowsell, J. (2017). Early literacy and the posthuman: Pedagogies and methodologies. *Journal of Early Childhood Literacy*. 17(3) 285–296. DOI: 10.1177/1468798417715720
- MacKenzie-Dawson, S. K. (2019). (Re) acquaintance with Praxis: A Poetic Inquiry into Shame, Sobriety, and the Case for a Curriculum of Authenticity. *Journal of Curriculum Theorizing*, 34(2).
- Randall, R. E. and Mercurio, M. L. (2018). The intersection of imagination, literacy and design. *Teacher Education and Practice*. 31(1). Pp. 44-62

Student Conduct:

I am obliged to remind you that students at the University of Lethbridge are subject to the Student Discipline Policy for Academic and Non-Academic Offenses in accordance with the University Calendar for Graduate Students (Assessment of Student Learning Policy and Procedures Graduate Students effective May 1, 2019. <https://www.uleth.ca/policy/resources/assessment-student-learning-policy-and-procedures-graduate-student>)

Additionally, in the Faculty of Education graduate programs, students are expected to adhere to the conduct expectations as stipulated in Standards of Professional Conduct for Master of Education Students (<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>), and the Alberta Teachers' Association Code of Professional Conduct (<http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-as-Professionals/IM-4E%20Code%20of%20Professional%20Conduct.pdf>).

Students with Disabilities Policy:

If you have a disability, special learning needs, or a recent injury that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar. In extraordinary circumstances, such as bereavement, illness or injury, students may be accommodated with respect to due dates, tests and examinations. Under such circumstances, instructors may request documentation.

Students who wish to arrange for modified assessments must have their disability verified by the Accommodated Learning Centre, which will then issue a letter to the appropriate Dean(s) and instructor(s) indicating the University's support for appropriate requests for special learning opportunities or assessment procedures. The student is responsible for requesting accommodations from an instructor at least two weeks in advance of the evaluation date. You are encouraged to contact the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>) for guidance and assistance. Counselling Services (<http://www.uleth.ca/counselling/>) is another resource available to all students.

Privacy and Confidentiality:

Although we place a heavy emphasis in this course on your own school settings, practices, and data, it is imperative that we refrain from using personal identifying information in our dialogue.

The personal information your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person's specific permission, please do not mention identifying information about the person's story (e.g. no names, no agency) and keep the disclosure broad rather than specific.

Recording lectures or class discussions is not permitted unless the instructor and all audience members have granted permission in advance.

If you are aware of any situations where individuals are not honoring the expectation of privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.

While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc., there is no guarantee of confidentiality.