



Western Carolina University  
College of Education and Allied Professions  
School of Teaching and Learning  
EDEL 446: Digital Literacy Methods

Course Instructor: Dr. Nancy Luke

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Office Hours: WCU email is the best way to contact me. You may also contact me via Remind to set up a time to meet in-person or via ZOOM. Dr. Luke's ZOOM Room: <https://wcu.zoom.us/j/9712227841>

#### College of Education and Allied Professions Conceptual Framework:

"The mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are **inspired** to be lifelong learners, **engaged** in the community, and empowered to become leaders who strive to **transform** the future."

#### Course Materials Accessible Electronically in Canvas:

- **Required** course readings and electronic resources (e.g., research/trade articles, video, websites, etc.)
- Course schedule and agendas are available at: <http://bit.ly/digilit>

#### Course Description:

This course explores the issues, trends, skills, and practices related to digital technologies in K-6 classrooms as well as the larger context of education as a profession. We will explore computer applications and digital tools and make authentic connections between digital technologies and best practices in instruction, classroom management, teacher productivity, and professional development.

You will learn more about your chosen profession and the role technology plays within it. The activities and projects in this course will require that you draw from information learned in past and present college classes as well as your current and prior knowledge and experiences related to formal and informal learning. This knowledge will support the construction of technology artifacts as you use and apply digital technology tools to educational practice. You will become introduced to and explore many of the digital resources that teachers use in the classroom to support their work with children.

In addition to developing knowledge, skills, and confidence about the appropriate application digital tools in education, you will be encouraged to be **creative, collaborative**, reflective, and to **communicate** clearly using multiple modalities as well as to **think critically** to solve problems (the 4 Cs). These are [21<sup>st</sup> century skills](#) that are essential to not only using technology effectively but also to your success as an educator.

NOTE: Reflection is an essential part of being an effective teacher and you will do this **often** in this class both orally and in writing. Each project/assignment has a reflection component and usually a template or a set of prompts are provided to guide your thinking.

*Technology will never replace great teachers, but in the hands of great teachers, it can be transformational.* – George Couros

#### Guiding Standards:

The course is based on standards from the following organizations:

- International Society for Technology in Education (ISTE) (National Educational Technology Standards for Teachers and Students** <https://www.iste.org/standards/>
- Partnership for 21<sup>st</sup> Century Learning (4 Cs)** <https://www.battelleforkids.org/networks/p21>
  - **Creativity** and Innovation

- **Critical Thinking** and Problem Solving
  - **Communication** and **Collaboration**
- C. **NC Digital Learning Competencies for Classroom Teachers** [https://files.nc.gov/dpi/teacher-dlcompetencies\\_0.pdf](https://files.nc.gov/dpi/teacher-dlcompetencies_0.pdf)
- **Leadership in Digital Learning**
  - **Digital Citizenship**
  - **Digital Content and Instruction**
  - **Data and Assessment**

**Learning Outcomes:**

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**Course Goal (Big Idea):**

Teacher candidates will develop theoretical understandings and practical uses of digital technologies and demonstrate their appropriate application and integration in the classroom, school-community, and field of education.

**Course Objectives:**

Students will:

1. Analyze instructional models and theories related to digital technologies in instructional practice and make connections to ways these models shape and relate to the use of technology in education. [tech models discussion, TPACK EdPuzzle activity, project reflections]
2. Actively participate in the 4Cs: **Collaborate**, **Communicate**, engage in **Critical Thinking** and **Creative** work with fellow colleagues across grade levels and majors (e.g., Elementary Education, Inclusive Education). [All assignments]
3. Select appropriate digital tools to support teaching and learning across the curriculum including the arts and movement. [web 2.0 website assignment, technology lesson plan, open choice project]
4. Create interactive multimedia and other digital artifacts using various computer hardware and software and reflect on the process and results. [web 2.0 website assignment, technology lesson plan, digital storytelling projects, smore newsletter, in-class discussions, project reflections]
5. Plan and implement developmentally appropriate learning experiences using technology to support learning with children in the field (e.g., Intern I). [digital storytelling projects, web 2.0 website assignment, technology lesson plan,]
6. Examine and discuss the ethical, socioeconomic, and cultural issues related to integrating technology in diverse educational contexts (e.g., digital citizenship, copyright and creative commons, equitable access to technology - the digital divide). [In-class activities and discussions, project reflection]
7. Explore and discuss current technology practices and conditions in education as they relate to local, state, and federal policy. [in-class discussions, activities with NC standards for students and NC Digital Learning Competencies (DLCs) for teachers]

<b>Assignments and Point Distribution</b>	
Pre-Assessment Survey [Survey taken in Canvas]	2 points
Personal Digital Story (Project, Storyboard/Planning, Reflection) [Submitted/Scored in Canvas]	20 points

Open Choice Project: (Choose one) <ul style="list-style-type: none"> <li>Educational Video WITH STUDENTS (Small Group)</li> <li>Field-Based Digital Storytelling project with One Student</li> <li>Curated Resource Collection (Bulb)</li> </ul> [Submitted/Scored in Canvas]	14 points
Technology Integrated Lesson Plan, Tech-based activity, Lesson reflection	12 points
Web 2.0 Website with Tech Example and Description/Profile [Google Sites, Scored in Canvas]	25 points (5 @ 5 pts.)
Activities In-Class NOTE: Most of these CANNOT be made up and must be done in class so attendance is important [Scored in Canvas]	25 points (from 1-4 pts. each)
Post-Assessment Survey [Survey taken in Canvas]	2 points
<b>TOTAL</b>	100 points

### Grading Scale

A = 95 - 100	B+ = 88 - 89	C+ = 78 - 79	D+ = 68 - 69	F = 0 - 59
A- = 90 - 94	B = 85 - 87	C = 75 - 77	D = 65 - 67	
	B- = 80 - 84	C- = 70 - 74	D- = 60 - 64	

Note that A+ is not part of the grading scale for this class.

**Refer to the *Course Agenda for the Most Current Due Dates and Topics - THIS IS YOUR COURSE CALENDAR - CLASS SCHEDULE OF TOPICS AND ASSIGNMENTS***  
<http://bit.ly/digilit>

READINGS MAY BE ACCESSED IN CANVAS FROM THE *COURSE CONTENT* MENU ITEM AND ARE **REQUIRED**

### Course Policies:

All teacher candidates must have a sound grasp of course content but must also positively represent their profession and be an appropriate model for and to colleagues. Because professionalism is so important, it will be expected that you demonstrate:

- An openness to new ideas and to new ways of approaching and solving problems
- The 4Cs: Collaboration, Communication, Critical Thinking, and Creative work
- Consistent attendance as well as arriving to class on time and staying for the duration of the class
- Submitting work **on time** per due dates provided by the instructor and following format guidelines given for the course
- Cell phones should be turned off and kept in your backpack, purse, pocket, etc. and not in your lap or on your desk. **OUTTA SIGHT! BE HERE NOW!**
- Students are encouraged to express opinions and listen to those of others in the class. This should be done respectfully and with the understanding that our learning community should be a safe, supportive environment for varying opinions.

Behavior deemed unprofessional will be reflected in your overall grade. Points are not given for professionalism as this is expected of you as a future teacher and in general, those who choose this field recognize the importance of modeling appropriate behavior for others including colleagues.

### Assignment and Grading Policies:

You are expected to stay on top of your grades as they are posted in Canvas so you are aware of your progress and performance in the class. If you are missing significant points due to assignments not submitted or not submitted in alignment with the standard of quality as outlined in the assignment rubric, you may run the risk of not passing the course or earning a grade with which you are unhappy. **It is your responsibility to monitor the gradebook in Canvas so you know how you are doing in the class.**

Here is additional information you need to know regarding assignments:

- **Each assignment is scored using a rubric.** You have access to rubrics via Canvas and the course web agenda ([bit.ly/digilit](http://bit.ly/digilit)). You are responsible for accessing and viewing the rubrics so you know the standard for quality work.
- **There are no “do-overs” in this class.** If you do not do well on a particular assignment, you will need to “move on” and focus your time and attention on the next assignment. Requests to correct and resubmit work for a change in grade will not be honored.
- You will be busy in this class as well as in your other courses and will have plenty to do without taking on extra assignments. As a result of this, **there is no extra credit in this course.**

Assignments must be submitted by the date and time stipulated by your instructor and students. Assignments submitted late **will result in a 10% deduction in points per day (including weekends)**. You may ask for an extension **in writing via email before** the due date and time. If you do so, your instructor will respond in writing by email and it’s highly likely it will be granted. This is often how it will be done when you are a teacher so develop this practice early to make requests in advance for extra time. You may ask for extensions but will **only be given one per assignment** and your instructor will tell you when the extended or new due date will be.

Your instructor is available to help if you have questions and need assistance with understanding and grasping course material and/or completing course assignments. **Please ask for help!** It is necessary, so that you are fully successful in the class, to ask for assistance **in advance** of assignment due dates so that ample time can be given to address your needs.

#### **Attendance Expectations:**

We will meet face-to-face on the WCU campus and **you are expected to come to class** unless extenuating circumstances are present (e.g., illness). If you must miss class (e.g., illness, family emergency), please let me know in advance of class via email so that I am in the loop. Documentation for illness is appreciated and may help given extenuating circumstances. I will work with you to help you be successful in the course in any way that I can. **HOWEVER, do not email me and ask if you can or tell me you will “ZOOM in”** as this is not an option unless we have worked this out in advance due to **\*extreme\*** circumstances.

You are allowed two absences before points are deducted from your overall grade. If you don’t take them and have perfect attendance, you will earn 3 extra points toward your final grade. If you only miss one day of class, you’ll earn 1.5 points. Once you’ve used up these two absences (for ANY reason including illness, family emergency, etc.), points will begin to accrue. If you have a third absence after your two “freebies”, your grade will be deducted 3 points and will increase by a point per absence after that (e.g., 4<sup>th</sup> absence is 4 points off, 5<sup>th</sup> absence is 5 points off, etc.) **If you have extenuating circumstances, please meet with me as I am willing to work with you but just not showing up to class is not considered professional behavior.**

#### **Technology for the Course:**

In class we’ll be using equipment that you might not have access to outside of class including headsets, iPads, digital cameras, and most notably Chromebooks. A majority of the schools in our region, state, and country are using Chromebooks and by using them in class, you will become not only comfortable with them but will

also develop expertise. In most cases, your future employer's IT people will encourage you NOT to use your own computer in your classroom nor will they be willing to configure and support it. You will be expected to use the technology provided to you by your school for communication and instruction and we'll mirror that policy in class.

You will use your own computer for out of class activities and will be asked to set up a google email account for the course so that you can use this to sign up for and explore third-party tools that are used in the schools (e.g., edPuzzle, Animoto, WeVideo, etc.) Due to our frequent use of the Google suite of tools, you will frequently use Chrome on your computer. This also mirrors what you will be seeing in your future classroom and school since Google Classroom is definitely "a thing". If you do not have the Chrome browser, you will need to install it and I can help with this if needed. This is the case regardless of the type of computer you have - Chrome is available for both Macs and Windows machines. If you have concerns about this or need additional explanation, please let me know and I am happy to talk with you about this.

All official communication between students and instructors will use WCU-supported email addresses (\*@wcu.edu and \*@catamount.wcu.edu). Students may use their class gmail accounts for informal communication with their instructor but all formal communication (e.g., requests for extensions, grade related inquiries) should use WCU's email system. Grading of student generated content will be posted within WCU's LMS (e.g., Canvas). While assignment content may be created and shared via the Google Suite of tools (e.g., Google Forms, Google Sites, etc.), **no grades or instructor feedback will be distributed via Google**. Rubrics, feedback, and assignment scores will be shared with students via Canvas.

### **Technology Resources:**

There are various technology resources available to you to help complete assignments in this course. You can check out video cameras, voice recorders, and tripods from the Instructional Technology office in Killian 102B. The Technology Commons on the bottom floor of the library also has equipment for checkout. Both units also provide consultation on the use of technology and software training. If you have questions or need assistance, see Misty Colton in Killian 102B, call 828.227.2747, or email mcolton@wcu.edu

The learning management system for this class is Canvas and can be found at:

<https://westerncarolina.instructure.com/>. Most assignments will be posted in Canvas using the designated submission links – please **DO NOT send me your work via campus email unless directed to do so**. Canvas is where I assess all of your work and where all grades will be posted. Additional help with Canvas can be found at: <http://tc.wcu.edu/>, by calling (828) 227-7487, or by visiting the Technology Commons located on the ground floor of the Hunter Library.

### **Honor's Contracts:**

Students who wish to complete a project for this course as part of an Honor's contract will need to discuss the available options with their instructor. All Honor's contracts must have a research component and be related to technology. If you wish to meet to set up an honor's contract, please let your instructor know ASAP. Check the Honor's website to see when Honor's contract proposals are due. We must adhere to this schedule and contracts are due by 5:00 pm on the date set by the Honor's College. Contract projects must be completed and submitted for evaluation to the instructor before or by the last day of class.

### **Academic Integrity Policy and Reporting Process:**

This policy addresses academic integrity violations of undergraduate and graduate students. Graduate students should read inside the parenthesis below to identify the appropriate entities in charge of that step of the process.

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While

academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct (Code) and will be addressed as outlined in that document. If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the appropriate academic Dean.

### **General:**

This policy addresses academic integrity violations of undergraduate and graduate students. Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of this policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. Instructors have the right to determine the appropriate academic sanctions for violations of the Academic Integrity Policy within their courses, up to and including a final grade of "F" in the course in which the violation occurs.

### **Definitions:**

- Cheating – Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise.
- Fabrication – Creating and/or falsifying information or citation in any academic exercise.
- Plagiarism – Representing the words or ideas of someone else as one's own in any academic exercise.
- Facilitation – Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another person to copy information during an examination).

### **Undergraduate and Graduate Academic Integrity Process:**

Additional information is available on the Student Success website under Student Community Ethics: <http://www.wcu.edu/experience/dean-of-students/academic-integrity.aspx>

### **Course Evaluation:**

Course Eval is the evaluation system for WCU courses and you are encouraged to participate and complete this on-line evaluation for this course. We strive to constantly improve course design and delivery – your cooperation to complete the Course Eval provides a mechanism that will help us in our goals to improve teaching and learning outcomes for all students. You will receive an electronic notification near the end of the semester when it becomes available.

### **Accommodations for Students with Disabilities:**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Accessibility Resources. All information is confidential. Please contact the Office of Accessibility Resources at (828) 227-3886 or stop by Suite 135 Killian Annex for an appointment. <http://accessibility.wcu.edu>

### **Community Vision for Inclusive Excellence Statement:**

The diverse perspectives encountered at WCU are an important part of the preparation of students for roles as regional, national, and global leaders who contribute to the improvement of society. It is expected that members of the WCU community will not only coexist with those who are different from themselves, but also nurture respect and appreciation of those differences. We encourage civil discourse as a part of the learning enterprise, and as a campus we do not tolerate harassing or discriminating behavior that seeks to marginalize or demean members of our community.

### **Academic Calendar:**

This includes dates for all breaks, university closures, final exams, etc. The academic calendar can be found at <https://www.wcu.edu/learn/academic-calendar.aspx>

**Final Exam:**

The university final exam schedule can be found on this page: <http://www.wcu.edu/learn/academic-services/registrars-office/>

**STUDENT RESOURCES**

**Writing and Learning Commons (WaLC):** The Writing and Learning Commons (WaLC), located in BELK 207, provides free course tutoring, writing tutoring, academic skills consultations, international student consultations, and online writing and learning resources for all students. To view schedules and make appointments for any of these services, visit [tutoring.wcu.edu](http://tutoring.wcu.edu) or call 828-227-2274.

**Math Tutoring Center:** The Mathematics Tutoring Center (MTC) in Stillwell 455 provides drop-in tutoring for math courses and math-related content across the curriculum, workshops on study skills specific to math courses, and graduate and professional exam preparation resources. Tutoring is available on a drop-in basis, MTWR 9:00am-9:00pm and Friday 9:00am-5:00pm. For more information, please visit <http://mtc.wcu.edu/> or contact us at 828-227-3830.

**Hunter Library** provides students with access to group and individual study spaces and to thousands of information resources: journal articles, print and electronic books, newspapers, and films. Many of these resources can be accessed online <http://library.wcu.edu>. Print materials can be found in the library or distance and Biltmore Park students can request delivery. Students in need of research or library support can get help in person or online <http://researchguides.wcu.edu/help>. Students can contact Dr. Beth McDonough, [bmcdono@wcu.edu](mailto:bmcdono@wcu.edu), or consult the research guide for Education: <http://researchguides.wcu.edu/Education>

**Academic Toolbox:** The Academic Toolbox is available in all WCU courses via the course Canvas site. It can be found in the left-hand side column. The Academic Toolbox contains information and contact information for nearly all of the resources needed by WCU students, including but not limited to: technology assistance, academic services, student support, co-curricular programs and university policies.

**Student Syllabus Acknowledgement NOTE: This will be completed using a digital format**

**YOU DO NOT NEED TO PRINT AND SIGN THIS FORM. PLEASE USE THE LINK BELOW**

[https://wcu.az1.qualtrics.com/jfe/form/SV\\_cSebBeT2b4DgtuK](https://wcu.az1.qualtrics.com/jfe/form/SV_cSebBeT2b4DgtuK)

Specifically, I commit and agree to:

- demonstrate professional behavior in class including appropriate use of electronic devices
- respect all members this learning community including my classmates/colleagues, instructor, and any guests that may be part of our class.
- communicate with my instructor if I have concerns or questions about assignments, attendance, or any other course related issues.
- refrain from texting in class via phone or other device (e.g., Apple Watch)
- adhere to all other policies outlined in the syllabus for this course
- understand that this is a face-to-face class and ZOOM is not an available option for attendance

**You will acknowledge your agreement by signing in the digital form**

**You may also scan the QR code to access the online form.**

