	Western Carolina University
	College of Education and Allied Professions
	School of Teaching and Learning
	EDEL 446/EDMG 466: Digital Literacy Methods
	Spring 2026 // KL 118

Course Instructor: Dr. Nancy Luke	**E-Mail**: ncluke@wcu.edu // wcudigilit@gmail.com

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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.**

REMIND: Sign up with https://www.remind.com/join/a449kf

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-9 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 students.

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 21st 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. Reflections are **your thoughts in your voice – NOT those of an AI tool**. We may use AI tools in class, but they may NOT be used to create work in other than the designated manner. **We will talk about this in class.**

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 ISTE, the national organization for technology in K-12 education. These are also the **NC STATE STANDARDS for technology for both teachers and students**, and will be discussed in class over the course of the semester:

- International Society for Technology in Education (ISTE) National Educational Technology Standards for *Teachers*
  https://iste.org/standards/educators

- International Society for Technology in Education (ISTE) National Educational Technology Standards for *Students*
  https://iste.org/standards/students

Learning Outcomes:

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. NOTE: Assignment/Activity connections to course objectives are highlighted.

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]

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 project, 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 project, web 2.0 website profiles, 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 reflections]

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 Tech Standards (ISTE) for students and teachers]

Assignments and Point Distribution	
Pre-Assessment Survey [Survey taken in Canvas]	2 points
Personal Digital Story (Script, Video link, Reflection) NOTE: Script is worth 5 points and will be submitted **prior to the final project due date** [Submitted/Scored in Canvas]	Project: 20 points Script: 5 points
AI Portfolio [Submitted/Scored in Canvas]	6 points
Technology Integrated Lesson Plan **Using Flippity and AI** ("Before and After" Lesson Plans (2), Flippity game/activity, Lesson reflection) [Submitted/Scored in Canvas]	20 points
Web 2.0 Website with Tech Example and Profiles [Google Sites, Scored in Canvas]	25 points (5 @ 5 pts.)
Activities In-Class and due within three days of when started in class (date in Canvas) [Scored in Canvas]	20 points (from 1-4 pts. each)
Post-Assessment Survey [Survey taken in Canvas]	2 points
TOTAL	100 points

Grading Scale

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

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. If a break is needed it should not exceed 5 minutes.

- Submitting work **on time** per due dates provided by the instructor and following format guidelines given for the course.

- Students are encouraged to express opinions and listen to those of others. This should be done respectfully and with the understanding that our learning community should be safe and supportive.

- Cell phones should be turned off and kept in your backpack, purse, pocket, etc. and not in your lap or on your desk. **Unless I direct you to do so, phones should be put away. Not adhering to this policy may result in you being asked to leave class and counted as absent.**

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.

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 and to make sure your work is submitted. Blaming technology is not an acceptable excuse.**

Here is additional information you need to know regarding assignments:

- **Each assignment is scored using a rubric.** You have access to rubrics via Canvas. You are responsible for accessing and viewing the rubrics, so you know the standards for quality work.

- **You must follow the guidelines given for the assignments.** The details and descriptions for assignments are provided in Canvas so there is no excuse to be misinformed about specific guidelines and requirements. For instance, if the assignment stipulates **a list of Flippity games to choose from for the assignment, do not choose one that is not on the list**. Failure to follow the assignment guidelines may result in point deductions whether this is stated on the rubric or not. If you need clarification, please reach out to me.

- **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.

- If you **miss an assignment and ten days have passed** since it was due, you'll not be eligible for any points for that assignment since late work earns a 10% deduction per day including weekends.

- 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 on the bit.ly/digilit web agenda and in Canvas. Assignments submitted late **will result in a 10% deduction in points per day (including weekends)**. You may ask for an extension *in writing via an email to me* **before** the due date and time. If you do so, I 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 writing in advance of due dates for extra time. You may ask for **one extension per assignment,** and I will tell you when the extended or new due date will be. Don't ask for a second extension beyond the initial one as the answer will be "No".

I am 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 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**. 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. ==Sending me documentation of an illness does not excuse your absence.== The only excused absences are those related to WCU college duty (e.g., athletics, POTM band, etc.) If you have documentation for illness or other relevant circumstances, maintain it in a safe and accessible location. Do not send it to me unless I ask for it.

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., 4th absence is 4 points off, 5th absence is 5 points off, etc.) It is your job to come to class and once your allowed absences are used up, points will begin to accrue per the stated policy above. **Think of Points in the class as being like your "pay" in a job.**

However, if there are EXTREME circumstances, set up a time to talk with me to discuss them.

Technology for the Course:

In class we'll be using equipment that you might not have access to outside of class including headsets, iPads, and most notably Chromebooks. Most 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 practice 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 need to 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" and works best with the Chrome browser. If you do not have the Chrome browser, you will need to either have access to it on an alternative computer or install it on your own device. 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., grade related inquiries) should use WCU's email system. Grading of student generated content will be posted within 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 only via Canvas.

In the class, we'll explore a variety of AI tools that are being used in the classroom by both teachers and students. The official AI tools are 1) Microsoft Co-Pilot available through the Edge browser and 2) Khanmigo, a third-party tool that has been approved by WCU's IT. There is one assignment that requires you to use an AI tool and if you are uncomfortable with any of the teacher tools we learn, you may use the "safe" and official

tools – Microsoft Co-Pilot or Khanmigo. We will talk about this *in detail* in class. KNOW THIS, you may not use AI tools to write reflections or for other assignments unless permission is expressly stated (e.g., AI Portfolio). Even if you cite that you used AI you may not use this for unauthorized assignments particularly for reflections since **reflections are in your own words based on your own experience, perspectives, and ideas.**

Technology Resources:
There are various technology resources available to you to help you complete assignments in this course. You can check out video cameras, voice recorders, and tripods from The Technology Commons on the bottom floor of the library – http://tc.wcu.edu/. They are open and staffed anytime the library is open and can assist with many technical issues. For editing video, we have tutorials and resources available on this site: http://edtpa.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 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. If you wish to meet to set up an honor's contract, please let me 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.

University Policies and Student Resources (e.g., WaLC, CAPS, Math Tutoring Center, etc.)
See https://affiliate.wcu.edu/cfc/required-syllabus-content/

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/

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 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

<mark>YOU DO NOT NEED TO PRINT AND SIGN THIS FORM. PLEASE USE THE LINK BELOW</mark>

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 including the attendance policies
- use tools appropriately and in ethical ways in alignment with Course and University policies (e.g., AI tools)
- create original work (my ideas, words, and voice – NOT an AI tool's) unless part of the assignment)

You will acknowledge your agreement by signing in the digital form:
https://wcu.az1.qualtrics.com/jfe/form/SV_cNOnrpZq3BiPVcy

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