<div align="center">

**Curriculum and Instruction 485**
**Social Learning and Multimedia**

</div>

Mark Dressman, Ph.D., Professor
Office: 316 Education
Phone: 244-6815
Office Hours:
E-mail: mdressma@illinois.edu

## Catalog Description
Learning in multimodal environments from a social and cultural perspective. Topics include the formation and expression of individual and group identity across multiple contexts, including social networking, online gaming, reality television programs, streamed video, and in online courses. Assignments include both analytic and project-based tasks, with an emphasis on implications for formal learning environments.

## Course Overview
The primary focus of this course is on how people learn within multimodal environments and what the implications of that learning are for the construction of curriculum and instruction within formal academic contexts. A broad body of research suggests that the texts of mass media, both online and on television and radio, both affect and are the effect of our informal engagement with them. This is particularly true with respect to people's formation of their identity as racial, gendered, classed, linguistic, and sexual beings. Specific questions to be asked are: How do people use multiple platforms to create identities and to learn? How do these identities and these platforms both teach and provide opportunities for people to learn, not only about themselves and the people around them, but about the world itself? And finally, what are the implications of these platforms and people's social and cultural practices for teaching and learning within more formal "classroom" environments?

The course builds on but also moves well beyond students' own experiences of the Internet and other forms of mass media. Readings and multimodal texts examine research- and case-based examples of the impact of online and electronic media on individuals' and cultural groups' lives, both domestically and internationally. Assignments focus on analysis of multimodal sites' social and cultural messages from specified frameworks and on the production of media projecting particular cultural and social messages.

## Texts
Silverblatt, A., et al. (2014). *Media literacy: Keys to interpreting media messages* (4th Ed.). Westport, CT: Praeger.

Reed, T. V. (2014). *Digitized lives: Culture, power, and social change in the Internet era.* New York: Routledge.

Aldrich, C. (2009). *Learning online with games, simulations, and virtual worlds: Strategies for online instruction.* San Francisco: Jossey-Bass.

**Assignments**

**Self-analysis of your online identity.** In this assignment each student will conduct a self-analysis of their own identity/identities as these are constructed by and from media and through their online activities. Attention should focus on the construction of gender, race/culture, religion, and language/social class identity, with special attention to how particular features of the media influence and constrain the construction of identity. Students will present their reports online through a medium/media of their choice, e.g., on YouTube, a blog, a Facebook site, or within a virtual environment. (25 percent of final grade).

**Analysis of one site of online social engagement.** In this assignment, students will focus on one medium and site within that medium (Facebook; a particular television program; an online game) and conduct an analysis of the learning and teaching that occurs within this environment. Students should conduct an original analysis supported by research and/or published articles about the site. Students will write/compose their analysis for posting on the class website. (30 percent of final grade).

**Group Project: Create a site for social teaching and learning.** In this assignment, students will work in groups of 3 or 4 members to design and create an original prototype for a program or platform for social learning. The project should build on features and characteristics of successful previous platforms or programs, e.g., interactive engagement; play; risk-free failure; and attention to social and cultural identity. Students will present their project as a prototype in a final class presentation (35 percent of final grade).

**Attendance and participation. Attendance at every class session is mandatory. An unexcused absence will result in the subtraction of 4 points from your final grade for every absence. Students who are late may lose 2 points from their final grades for every absence. If you are chronically late or miss more than two classes you may be dropped from the course.** You are also required to complete assigned readings, to participate in discussions, to participate fully in small group activities, and to otherwise conduct yourself as a rational adult capable of disagreeing with others and making her/his point without disrespect to other individuals. (10 percent of final grade).

**Additional Assignment for Graduate Credit.** Write a paper of new fewer than 5000 words in which you either: 1) Conduct a literature review of research examining the efficacy of one multimedia platform and its implications for the design of curriculum and instruction in your content area/grade level; or 2) Design and implement a multimedia-based unit of instruction in your content area/grade level. Provide a research-based rationale for your design and write a candid report of your experience teaching the unit in your classroom (25 percent of final grade; percentages of other assignments to be adjusted accordingly).

**Disability.**

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES you may visit 1207 S. Oak St., Champaign, call 333-4603 (V/TDD), or e-mail a message to disability@uiuc.edu.

To insure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class are asked to see the instructor as soon as possible.

If you need accommodations for any sort of disability, please speak to me after class, or make an appointment to see me, or see me during my office hours.

**Academic Integrity.**

The Illinois Student Code should also be considered as a part of this syllabus. Students should pay particular attention to Article 1, Part 4: Academic Integrity. Read the Code at the following URL: http://www.admin.uiuc.edu/policy/code/.

Academic dishonesty may result in a failing grade. Every student is expected to review and abide by the Academic Integrity Policy: http://www.admin.uiuc.edu/policy/code/. Please note that you are responsible for reading this policy. Ignorance is not an excuse for any academic dishonesty.

**Evaluation**

Consistent, timely preparation and attendance, thoughtful and substantial contributions to discussions, carefully written and solidly *analytical* work constitute an A

Consistent preparation and attendance, thoughtful contributions to discussions, written work that "covers" the assignment constitute a B

Inconsistencies in preparation/attendance, occasional contributions to discussions, minimal research and "thin" work (in length or substance or both) constitute a C

Failure to attend class regularly or contribute to discussions, coming to class unprepared, and writing in a manner completely unsuitable for undergraduate or graduate study will result in failure.

**Grading Scale:** 99-100 = A+; 93-98 = A; 90-92 = A-; 89 = B+; 83-88 = B; 80-82 = B-; 70-79 = C; 65-69 =D; -65 = F.

## Class Schedule

| Week | Lecture/Demonstration Topic | Activity/Assignment |
|---|---|---|
| Week One | Introduction: What is "social" learning within a multimodal environment? | Digitized Lives, Ch. 1 |
| Week Two | Social difference on the Internet: race, class, language, sexuality | Digitized Lives, Ch. 3, 4, 5, 9 |
| Week Three | Multimodality: learning and emotion | Digitized Lives, Ch. 7, 8 |
| Week Four | Social networking and social movements: Teaching and learning with the masses | Digitized Lives, Ch. 2, 6 |
| Week Five | Online Presentations of Self-Reflections | DUE: Assignment One |

| Week Six | Reality TV as cultural classroom | Media Literacy, Pt. 1, 2 |
|---|---|---|
| Week Seven | Online gaming as cultural classroom | Media Literacy, Pt. 3 |
| Week Eight | Adolescence, identity, and new media in education | Media Literacy, Pt. 4 |
| Week Nine | Presentations: One site of social engagement | DUE: Assignment Two |
| Week Ten | Multimedia in formal and informal education; Workshop | Learning Online, Pt. 1 |
| Week Eleven | Social intelligence and social networks: implications for schools; Workshop | Learning Online, Pt. 2 |
| Week Twelve | Social difference in virtual learning environments; Workshop | Learning Online, Pt. 3 |
| Week Thirteen | Social/emotional learning in MOOCs and online classrooms; Workshop | |
| Week Fourteen | Presentations: Group Projects | Due: Assignment Three |