Teaching Information and Communication Technologies

EDCP 570.031

University of British Columbia

Winter 1 2018 (M, 4.30-7.30)

Course Description:
This seminar addresses current controversies, ideas, methods, and implications in teaching ICT. This year's section focuses on the ethics and philosophy of social media and technology. The seminar balances applications and practices, including coding, in teaching ICT with philosophies that students and teachers generate to interpret media & technology. How do we make sense of the conventional wisdom and spontaneous philosophies of media & technology that children and youth generate? What does this mean for teaching ICT?

Instructor: Stephen Petrina
Office: Scarfe 2331
Email: stephen.petrina@ubc.ca

Graduate Assistant: ?
Office Hours: By appointment

Valued Ends of the Course:
My intention is to help you develop a background and a depth of expertise— as a teacher, researcher, and intellectual— for conceiving and testing new directions for ICT curriculum and instruction.

Readings (Required): Readings in Teaching ICT. (Download all from TBA)

Assessment (for details, see below):
1. Participation in Seminars (15%)
2. 20 x 20 @ 400 (Seminar Leading Pecha Kucha) (Groups of 2) (35%)
3. Media Production / Explainer Video / Tutorial: Ethical or Legal Case, Concept, or Problem (50%)

Deadline:
Ongoing
10 December

• Academic Honesty and Standards, and Academic Freedom: Please refer to UBC Calendar
• Policies and Regulations (Selected): http://www.students.ubc.ca/calendar
• Academic Accommodation for Students with Disabilities: Students with a disability who wish to have an academic accommodation should contact the Disability Resource Centre without delay (see UBC Policy #73 www.universitycounsel.ubc.ca/ policies/policy73.pdf).
EDCP Grading Guidelines
July 2008

A level - Good to Excellent Work
A+ (90-100%) A very high level of quality throughout every aspect of the work. It shows the individual (or group) has gone well beyond what has been provided and has extended the usual ways of thinking and/or performing. Outstanding comprehension of subject matter and use of existing literature and research. Consistently integrates critical and creative perspectives in relation to the subject material. The work shows a very high degree of engagement with the topic.

A (85-89%) Generally a high quality throughout the work. No problems of any significance, and evidence of attention given to each and every detail. Very good comprehension of subject and use of existing literature and research. For the most part, integrates critical and creative perspectives in relation to the subject material. Shows a high degree of engagement with the topic.

A- (80-84%) Generally a good quality throughout the work. A few problems of minor significance. Good comprehension of subject matter and use of existing literature and research. Work demonstrates an ability to integrate critical and creative perspectives on most occasions. The work demonstrates a reasonable degree of engagement with the topic.

B level - Adequate Work
B+ (76-79%) Some aspects of good quality to the work. Some problems of minor significance. There are examples of integrating critical and creative perspectives in relation to the subject material. A degree of engagement with the topic.

B (72-75%) Adequate quality. A number of problems of some significance. Difficulty evident in the comprehension of the subject material and use of existing literature and research. Only a few examples of integrating critical and creative perspectives in relation to the subject material. Some engagement with the topic.

B- (68-71%) Barely adequate work at the graduate level.

NOTE: For UBC’s Faculty of Graduate Studies (FOGS), a final mark below 68% for Doctoral students and below 60% for Masters students is the equivalent of a Failing mark.

C & D level - Seriously Flawed Work
C (55-67%) Serious flaws in understanding of the subject material. Minimal integration of critical and creative perspectives in relation to the subject material. Inadequate engagement with the topic. Inadequate work at the graduate level.

D level
D (50-54%)

F level - Failing Work
F (0-49%)
### EDCP 510 Course Schedule & Readings

The schedule primarily consists of a series of seminars, & student projects.

<table>
<thead>
<tr>
<th>Date</th>
<th>Forum</th>
<th>Assignment</th>
<th>Readings &amp; Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Seminar</td>
<td>Readings &amp; Assignments</td>
<td>Introduction</td>
</tr>
<tr>
<td>10 Sept</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Seminar</td>
<td>Readings &amp; Assignments</td>
<td>Children, Youth, and ICT Philosophy (Philosophy of Media &amp; Technology)</td>
</tr>
<tr>
<td>17 Sept</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Seminar / Pecha Kucha</td>
<td>Readings &amp; Assignments</td>
<td>Cyberethics, Technoethics, ICT Ethics</td>
</tr>
<tr>
<td>24 Sept</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Seminar / Pecha Kucha</td>
<td>Readings &amp; Assignments</td>
<td>Cyberbullying and Sexting</td>
</tr>
<tr>
<td>1 Oct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td></td>
<td></td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>8 Oct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Seminar / Pecha Kucha</td>
<td>Readings &amp; Assignments</td>
<td>Epistemology of 21C Learning</td>
</tr>
<tr>
<td>15 Oct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Seminar / Pecha Kucha</td>
<td>MP / Video</td>
<td>Rough Cuts: Student Projects</td>
</tr>
<tr>
<td>22 Oct</td>
<td></td>
<td></td>
<td>Your video work in progress</td>
</tr>
<tr>
<td>Week 8</td>
<td>Seminar / Pecha Kucha</td>
<td>Readings &amp; Assignments</td>
<td>Epistemology &amp; Ontology of Simulation and VR</td>
</tr>
<tr>
<td>29 Oct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Seminar / Pecha Kucha</td>
<td>Readings &amp; Assignments</td>
<td>Epistemology of Coding</td>
</tr>
<tr>
<td>5 Nov</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td></td>
<td></td>
<td>Remembrance Day</td>
</tr>
<tr>
<td>12 Nov</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Seminar / Pecha Kucha</td>
<td>Readings &amp; Assignments</td>
<td>TBA</td>
</tr>
<tr>
<td>19 Nov</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Student Projects</td>
<td>MP / Video due 10 Dec</td>
<td>Fine Cuts: Student Projects</td>
</tr>
<tr>
<td>26 Nov</td>
<td></td>
<td></td>
<td>Your video work in progress</td>
</tr>
</tbody>
</table>
Week 1

Topic 1: Introduction

Reference:

Week 2

Topic 2: Children, Youth, and ICT Philosophy (Philosophy of Media & Technology)

Readings:

Secondary Readings

Week 3

Topic 3: Cyberethics, Technoethics, ICT Ethics

Readings:

Secondary Readings
Week 4

**Topic 4: Case Law: Cyberbullying and Sexting**

**Readings:**

**Secondary Readings**

**Week 5**

Thanksgiving (Holiday)

**Week 6**

**Topic 5: Epistemology and Ontology of 21C Learning**

**Readings:**

**Secondary Readings**

**Week 7**

**Rough Cuts: Student Video Projects**

**Week 8**

**Topic 8: Epistemology and Ontology of Simulation, VR, and ICT**

**Readings:**
Secondary Readings

Week 9

Topic 9: Epistemology of Code

Readings:

Secondary Readings

Week 10

Remembrance Day (Holiday)

Week 11

Topic 11: TBA (What do we want to do here?)

Readings:
TBA

Secondary Readings
TBA

Week 12

Fine Cuts: Student Projects

Participation (15%)
We refer to scholarly levels of participation as academic conversation, academic dialogue, or often performance, which entail a variety of things including articulation and presentation. Throughout, the challenge is to develop a facility for both description and depiction. Description and depiction are key practices across all the disciplines and interdisciplines. Commentary and criticism seem to presuppose a close reading of a text or work, immersion, and a transgressive reading, subversion, although this is neither always possible nor the case. If commentary presupposes solemn reverence for a discipline, text or work, then criticism presupposes gentle mocking or subversive irreverence for that same discipline, text and work. Indeed, interdisciplinarity (cross, meta, multi, trans, etc.) demands and presupposes immersion and subversion. All of this necessitates a certain vulnerability. Avoid defensive readings; read for understanding.

Participation is variant whereas modes have proliferated. Participation is interdependent with preparation for each class, which involves reading (highlighting, pagination margin notes, comments & questions, etc.), writing (note-taking, outlining, questioning, defining, mapping, framing, summarizing, journaling, blogging, tweeting podcasting, exposition, etc.), organizing (documenting, labeling, ordering,
archiving, filing, sequencing events, chronicling, etc.), reflecting (rethinking, reincorporating, remapping, analyzing, synthesizing, etc.), and speaking (discussing, corresponding with peers, social media, etc.). While a variety of apps and media are readily available for organizing notes, consider Evernote for starters.

Assignments

1. **Seminar Leadership @ Pecha Kucha (20 x 20 @ 400) (Groups of 2-3) (35%)**— Choose one week on the schedule and frame the seminar through a Pecha Kucha. Create a Pecha Kucha (20 images x 20 seconds) and present it to frame one of the seminars (see http://pechakucha.org/faq). The rules: create 20 slides that automatically advance every 20 seconds, as you speak along with the slides. We will collaborate together in class to determine helpful format suggestions and stylistic specifications. Your goal is to deliver a compelling performance to your peers, so please practice or rehearse. Afterwards, you will lead the discussion and relevant activities (1 hour total).

2. **Thematic Media Production @ Explainer Video / Tutorial: Ethical or Legal Case, Concept, or Problem (50%)**— Media productions are the hallmark of cyberspace—Virtual communication and participation are blends or convergences of image, text and sound. Certainly, students of new media technologies ought to be conversant in all of these modalities. This assignment challenges you to creatively express yourself as well as apply your technical skills to explain an ICT / M&T ethical or legal case, concept, or problem; (e.g., cyberactivism, cyberbullying, copyright, right to be forgotten, etc.). Design and produce a video that explains the case, concept, or problem. The video should reflect your thoughtful engagement with the case, concept, or problem. The media production or video should be thorough and designed to inspire dialogue and pedagogical to address a student or audience. The challenge for you is to render the case, concept, or problem pedagogical.

A number of options are available for producing your thematic media productions. For instance, you could produce an explainer video or a tutorial. Another approach for segments might be to script an interview of yourself in front of a camera or animate with Videoscribe. The media production should be uploaded to YouTube and be about 5-7 minutes in length (Examples are provided). Please see me, if you are interesting in interviewing a peer or participant (UBC Research Ethics Board implications).