

# 21<sup>st</sup> Century Learning (Theories & Methods)



EDCP 508.031

University of British Columbia

Summer2a 2015 (M-F, 12.30-4.00)

## Course Description:

This course focuses on 21<sup>st</sup> century learning (theories & methods). The course addresses local initiatives in 21<sup>st</sup> century learning and places these in larger global and intellectual contexts. Topics such as cyberlearning and cyberbullying are addressed. The course concludes with analyses of teacher inquiry. The course is customized for the Digital Learning and Curriculum (DLC) cohort and a complement to EDCP 470. Recognizing interdependencies among methods, practices and theories, this course focuses on methods and theory while EDCP 470 focuses on methods and practices.

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**Graduate Assistant:** Rachel Ralph

**Office Hours:** By appointment

## Valued Ends of the Course:

My intention is to help you develop a background and a depth of expertise for understanding and interpreting 21st century learning and digital curriculum.

## Readings (Required):

1. *Readings in 21<sup>st</sup> Century Learning (Theories & Methods)*. (Download all from <https://connect.ubc.ca>)

## Assessment (for details, see below):

1. Participation in Seminar & Research Activities (20%)
2. Seminar Leadership (groups of 2-3) (25%)
3. Keyword (30%)
4. Inquiry Proposal (25%)

## Deadline:

- Ongoing  
Ongoing  
16 July  
17 July

- **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](http://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.

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**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 508 Course Schedule & Readings

Each session will generally consist of discussion based on readings and will be supplemented with image and sound resources.

Date	Topic	Assignment	Readings & Topics
Day 1 6 July			
Day 2 7 July	#1	Readings & Assignments	<b>Course introduction, 21<sup>st</sup> Century Learning</b> Premier's Technology Council (2010); Osborne (2011)
Day 3 8 July	#1-2	Readings & Assignments	<b>21<sup>st</sup> Century Learning</b> Premier's Technology Council (2010); Osborne (2011)
Day 4 9 July	#2	Readings & Assignments	<b>Cyberlearning</b> Erstad (2012); Jenkins (2006)
Day 5 10 July	#2	Readings & Assignments	<b>Cyberlearning</b> Montfort (2013); McWilliam (2008)
Day 6 13 July	#3	Readings & Assignments	<b>Cyberbullying</b> Shariff (2015)
Day 7 14 July	#4	Readings & Assignments	<b>Gamification</b> Beavis (2014)
Day 8 15 July	#5	Readings & Assignments	<b>Technology is a Tool?</b> Arntzen, Wen, Krug (2008); Moll & Krug (2008)
Day 9 16 July	#6	<b>Keyword Due</b>	<b>Teacher Inquiry</b> BCTF (2012); Naylor (2012); Samaras & Roberts (2011)
Day 10 17 July	#6	<b>Proposal Due</b>	<b>Teacher Inquiry Presentations</b>

### Topic 1 21<sup>st</sup> Century Learning in BC

1. BC Ministry on 21<sup>st</sup> century learning
  - a. [http://www.bced.gov.bc.ca/dist\\_learning/21century\\_learning.htm](http://www.bced.gov.bc.ca/dist_learning/21century_learning.htm)
  - b. PTC
2. BCTF *Teacher* on 21<sup>st</sup> century learning
  - a. Osborne, G., Suhr, N., Steeves, T. & Johnson, J. (2011). 21<sup>st</sup> century learning. *Teacher: Newsmagazine of the BC Teachers' Federation*, 23(4), 10-11.

#### Resources

1. Abbott, G. & Gorman, J. (2010). *Personalized learning in the 21st century: Initial thoughts for discussion*. Victoria. BC Ministry of Education.
2. Turner, J. (2011). Teaching and learning in the 21<sup>st</sup> century. *Teacher: Newsmagazine of the BC Teachers' Federation*, 23(5), 6.
3. Van Bergeyk, D. (2011). 21<sup>st</sup> century learning: Get ready. *Teacher: Newsmagazine of the BC Teachers' Federation*, 23(6), 7.

## Topic 2 Cyberlearning & 21<sup>st</sup> Century Learning

1. Erstad, O. (2012). The learning lives of digital youth—beyond the formal and informal. *Oxford Review of Education*, 38(1), 25-43.
2. Jenkins, H. et al. (2006). *Confronting the challenges of participatory culture. Media education for the 21<sup>st</sup> century*. Chicago: MacArthur Foundation.
3. Montfort, D. B. & Brown, S. (2013). What do we mean by cyberlearning: Characterizing a socially constructed definition with experts and practitioners. *Journal of Science Education and Technology*, 22, 90-102.
4. McWilliam, E. & Haukka, S. (2008). Educating the creative workforce: New directions for twenty-first century schooling. *British Educational Research Journal*, 34(5), 651–666.

### Resources

1. Cope, W. & Kalantzis, M. (2008). New learning. In *New learning: Elements of a science of education* (pp. 3-16). Cambridge: Cambridge University Press.
2. Hiltz, S. R & Goldman, R. (2005). What are asynchronous learning networks? In S. R. Hiltz & R. Goldman, (Eds.), *Learning together online* (pp. 3-18). Mahwah, NJ: Lawrence Erlbaum.
3. Somekh, B. & Lewin, C. (2009). Transforming students' learning: How digital technologies could be used to change the social practices of schools. *Learning in the network society and the digitized school* (pp. 1-20). New York: Nova Science Publishers.
4. Wenger, E. (2009). Educating world citizens: Leveraging the potential of ICT. In R. Krumsvik, (Ed.), *Learning in the network society and the digitized school* (pp. xiii-xx). New York: Nova Science Publishers.

## Topic 3 Cyberbullying

1. Shariff, S. (2015). Confronting cyberbullying: Are we any wiser? In *Sexting and cyberbullying* (pp. 1-35). Cambridge, UK: Cambridge University Press.

## Topic 4 Gamification

1. Beavis, C. (2014). Games as text, games as action: Video games in the English classroom. *Journal of Adolescent & Adult Literacy* 57(6), 433-439.

### Resources

1. Gee, J. P. (2013). Games for learning. *Educational Horizons*, 91(4), 16-20.
2. Squire, K. (2006). From content to context: Videogames as designed experience. *Educational Researcher*, 35(8), 19-29.

## Topic 5 Technology is a Tool?

1. Arntzen, J., Krug, D. & Wen, Z. (2008). ICT literacies and the curricular conundrum of calling all complex digital technologies “Tools”. *International Journal of Education and Development using Information and Communication Technology*, 4(4).
2. Moll, R. & Krug, D. (2008). Using web 2.0 for education programs on global citizenship: Addressing moral and ethical issues. *Our Schools/Our Selves*, 17(1), 107-115.

### Resources

1. King, J. B. (1994). Tools-я-Us. *Journal of Business Ethics*, 13(4), 243-257.

## Topic 6 Teacher Inquiry

1. British Columbia Teachers' Federation (2008). *Teacher Inquiry in the BCTF: A focus for supporting teachers' professional development*. Vancouver, BC: BCTF.
2. Naylor, C., Fry, T. & Filleul, M. (2012). Teacher inquiry: The catalytic and collaborative role of a Canadian teacher union. Paper presented at the American annual conference of the American Educational Research Association (AERA), Vancouver, BC, Canada, April 13–17.
3. Samaras, A.P. & Roberts, L. (2011). Flying solo: Teachers take charge of their learning through self-study research. *Learning Forward*, 22(5), 42-45.

### Resources

1. Bullough, R. & Pinnegar, S. (2001). Guidelines for quality in autobiographical forms of self-study research. *Educational Researcher*, 30(3), 13–21.
2. Dadds, M. (2004). *Perspectives on practitioner research*. Bedfordshire, UK: National College for School Leadership.
3. Ezer, H. (2009). *Self-study approaches and the teacher inquirer*. Rotterdam, Netherlands: Sense.
4. Wilhlem, J. D. (2009). The power of teacher inquiry. *Voices From the Middle*, 17(2), 36-39.

### Participation

Participation is valued at 20% of your final grade. We refer to scholarly levels of participation as **academic conversation**, which entails a variety of things including articulation and presentation. 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, 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, chat, etc.). Complete all readings and participate fully in Lectures/Discussions. **(20%)**

Participation		
Low	Avg	High
Appropriately and accurately articulates key constructs and themes in readings, videos, etc.		
1	5.5	10
Advances collective knowledge by engaging with authors, peers, and instructors		
1	5.5	10
<b>Total: xx / 20</b>		

1. **Seminar Leadership (20%)**— (Groups of 2-3) Choose day on the schedule and coordinate the readings (1 hour). It will be your responsibility to clearly re/present the readings, and to move the discussions through text or media. For the discussion that you lead, please prepare to:
  1. Outline the readings.
  2. Define key terms or methodological and theoretical concepts that are challenging.
  3. Provide handouts, discussion questions and presentation media for clarifying the readings.
  4. Moderate and bring closure to the readings.

### Seminar Leadership

Low-----Avg-----High
Outlines & addresses key concept(s) in readings 1-----5.5-----10
Sufficient examples from readings are provided & synthesizes with previous readings 1-----3-----5
Communication and media are professional in format— Style is clean and coherent 1-----5.5-----10
<b>Total:</b> xx / 25

2. **Defining & Analyzing Keywords of 21<sup>st</sup> Century Learning (25%)**— Choose one keyword to define and contribute to the DLC Cybrary. In *Keywords*, Williams notes that these are terms that migrate or have mobility and around which semantic clusters are formed. As words migrate to new uses or cultures, they cluster new meanings or are used in novel ways, and hence become keywords. New discourses emerge, suggesting clusters of meaning. Think critically and creatively about what keyword you would like to define and contribute (Cyborg? Unsupervised learning? Pattern recognition? Mobility? Operability? Participatory Learning? Cyber-identity? 21<sup>st</sup> century learning?) Will you coin a new keyword? Please coordinate on the wiki to avoid duplication.

Most entries should include a definition, explanation, development and details and, if applicable, examples. This is a common “pyramid structure” used in many encyclopedias. In the opening paragraph, the first few sentences clearly describe and define the topic and explain its importance to curriculum, education, technology, e-learning, instructional design, etc.

Keep the entry as jargon-free as possible. View your entry from a perspective of preparing a speech rather than writing an essay. In this way, we can describe complex issues in thoughtful ways without being needlessly complicated. Do not use direct quotations from other works and but include citations of publications (e.g., APA citations, etc): If you must quote, please limit to one sentence or so and acknowledge the source. Focus on the topic of the entry and avoid digressions. Every word is important.

Keyword Essay Length: 700 words. Please be sure that your entry meets but does not exceed this word count. Word counts include the keyword, your name, cross-references, and a few further readings or links.

### Keywords of 21st CL

Low-----Avg-----High
Clarity of Communication / Grammar / Style 1-----5.5-----10
Depth, Comprehensiveness & Substance of Entry 1-----5.5-----10
Format 1-----5.5-----10
<b>Total:</b> xx / 20

3. **Inquiry Proposal (Toward Graduating Project) (25%)**— Throughout your DLC cohort experiences, you work to transform or enhance curriculum via a series of affordances, media, and technologies. This included interactive tutorials, tablets and apps, Smartboard interactivities, LMS's, videos, podcasts, modules, etc. This assignment provides you an opportunity to think ahead to your graduating project plan, research proposal, and e-Portfolio. Think through and utilize this opportunity to develop your graduating project / research and e-Portfolio. Submit a four page outline and proposal. (More to follow)