

George Mason University
College of Education and Human Development
M.Ed. in Curriculum & Instruction
Secondary Education (SEED) Program

EDCI 617 DL2 Using Digital and Popular Culture Media With Grades 4-12
3 Credits, Fall 2023
Asynchronous Course via Blackboard

Faculty

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Prerequisites/Co-requisites

None.

University Catalog Course Description

Exposes students to recent knowledge on how middle and high school teachers can use digital media and popular culture texts to engage students in subject area learning or literacy development. Focus is on grades 4-12. Offered by School of Education. May not be repeated for credit.

Course Overview

The content of this course surveys three distinct areas within contemporary education: digital literacy, media literacy, and popular culture. The course introduces ideas, problems, principles, and practices related to these three areas and provides opportunities to apply these ideas in designing curriculum and instructional material for early adolescent and young adult learners at the intermediate, middle, and high school level. Particular focus is on making connections with digital literacy, media literacy, and popular culture within secondary education subject matter.

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Zoom and the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

All SEED classes have designated delivery modes and specific modes for each class session (e.g., face-to-face, virtual synchronous, virtual asynchronous). The majority of SEED classes are held in a face-to-face mode. Students are expected to attend every class session in the mode it is offered. If you must miss a class session for illness or another valid reason, you are expected to proactively communicate (ahead of the class session) with your instructor about your expected absence.

The course will be taught through a variety of activities to support the development of your teacher research projects involving: whole class discussion board posts, guest speakers, online work, small group work, and through dialogue and reflections of/in practice. Group consultations are also built into the course design. Students are expected to read and engage with materials for each week that aim to synthesize students' understanding of the knowledge base of research on digital literacy, media literacy, and popular culture within secondary education.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see [this link](#).
- To get a list of supported operation systems on different devices see [this link](#).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - [Adobe Acrobat Reader](#)
 - [Windows Media Player](#)
 - [Apple Quick Time Player](#)

Expectations

Course Week:

Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday and finish on Sunday. All your Blackboard discussion posts and exit tickets will be due on Mondays at 8 am ET unless otherwise specified. The instructor will email reminders at the start of the week.

Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least two times per week.

Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. If you have technical difficulties, please communicate with your instructor.

Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.

Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including suggested dates/times. The instructor will provide a Zoom link. Should you experience any challenges during the semester that impede your ability to complete work, please reach out to your instructor.

Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so that others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Anti-Discrimination and Anti-Oppression:

Aligned with the SEED requirements, our course will focus on social justice teaching. Discrimination or oppression will not be tolerated. The success of an inclusive classroom relies on the participation, support, and understanding of you and your peers. You are encouraged you to speak up and share your views, but also understand that you are doing so in a learning environment in which we all are expected to engage respectfully and with regard to the dignity of all others.

Accommodations:

Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

- explore contemporary trends on the knowledge base of digital literacy, media literacy, and popular culture in education,
- consider multiple perspectives for implementing this knowledge base in one's teaching,
- engage with tools, resources, concepts, and approaches of digital literacy, media literacy, and popular culture that attend to issues of diversity and individual differences,
- learn to develop and advance learners' digital, media, and popular culture literacies, and
- continue to improve writing and presentation skills as teachers with opportunities to design curriculum and instructional material related to digital literacy, media literacy, and popular culture.

Professional Standards

Not applicable.

Required Texts

Note that students are not required to purchase any texts this semester. We will read various articles and chapters as well as reports, websites, and the viewing and listening of audiovisual material. All assigned readings, however, will be made available as PDFs accessible via Blackboard. Readings are subject to change with instructor notice to the class.

Course Performance Evaluation

Students are expected to submit all assignments on time via Blackboard.

Assessment	Point Value	Due Date
Weekly Participation	60	4 points earned each week
Digital Literacy Artifact	60	Monday, October 2nd at 8:00 AM
Media Literacy Artifact	60	Monday, November 6th at 8:00 AM
Popular Culture Artifact	60	Friday, December 1st at 11:59 PM

- **Weekly Participation (60 points; 25% of final grade):** Each week students will create a short response, handout, post, or idea to share with classmates on Blackboard that relates the week’s skill to their own subject matter content area. These small, brief “exit ticket” activities vary weekly. 4 points are earned each week for each activity (automatically earned during the “off” week in Week 14). You receive the full four points for sharing a reaction post, your exit ticket, and responding to two colleagues’ posts (except in the case of small group work, you would then receive points for the group post instead of responding to two colleagues’ posts).
- **Digital Literacy Artifact (60 points; 25% of final grade):** Students will develop, design, and create an artifact that demonstrates an understanding of principles of digital literacy and is applied to an educational topic, problem, or specific use related to the student’s subject matter and/or disciplinary area of teaching. Examples will be discussed via Blackboard.
- **Media Literacy Artifact (60 points; 25% of final grade):** Students will develop, design, and create an artifact that demonstrates an understanding of principles of media literacy and is applied to an educational topic, problem, or specific use related to the student’s subject matter and/or disciplinary area of teaching.

- **Popular Culture Artifact (60 points; 25% of final grade):** Students will develop, design, and create an artifact that demonstrates an understanding of popular culture relevant for adolescent learners. The project must be applied to an educational topic, problem, or specific use related to the student’s subject matter and/or disciplinary area of teaching.

Grading

- A = 95-100%
- A- = 90-94%
- B+ = 87-89%
- B = 83-86%
- B- = 80-82%
- C = 70-79%
- F = Below 70%

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

Week	Date	Class Topic	Tasks to Complete During this Module
1	8/21-8/27	Introduction to the course Defining digital literacy, media literacy, and popular culture	<ol style="list-style-type: none"> 1. Review syllabus 2. Watch course introduction video 3. Complete exit ticket items: <ol style="list-style-type: none"> a. Add to the class word cloud b. Post a video/written introduction of yourself (name, subject matter/grade, what interested you in this course, what you hope to learn, and a

			<p>gif/meme that describes you)</p> <p>c. Respond to two colleagues' posts</p>
2	8/28-9/3	<p>Storytelling for Social Justice – What are the stories we tell?</p>	<ol style="list-style-type: none"> 1. Read and view materials for Week 2 2. Complete exit ticket items: <ol style="list-style-type: none"> a. Add to community agreement slide b. Add one line to the collective poem c. Conduct an audit of the digital media you consume and share your reflections d. Respond to two colleagues' posts
3	9/4-9/10	<p>Digital Literacy: Creating Online Community, Culture, and Citizenship</p>	<ol style="list-style-type: none"> 1. Read and view materials for Week 3 2. Complete exit ticket items: <ol style="list-style-type: none"> a. Add lines of a Where I'm From poem in our padlet b. Share reaction post c. Share a lesson idea/outline for online culture

			d. Respond to two colleagues' posts
4	9/11-9/17	Digital Literacy: Evaluating Digital Information and ChatGPT/Artificial Intelligence	<ol style="list-style-type: none"> 1. Read and view materials for Week 4 2. Complete exit ticket items: <ol style="list-style-type: none"> a. Share reaction post b. Share a lesson idea/outline for evaluating digital information c. Respond to two colleagues' posts
5	9/18-9/24	Digital Literacy: Navigating Website Creation, Blogs, and Graphic Design Tools	<ol style="list-style-type: none"> 1. Read and view materials 2. Complete exit ticket items: <ol style="list-style-type: none"> a. Use Canva to create a branding tool or infographic – what story does it tell? b. Share how you could use digital tools in your classroom c. Respond to two colleagues' posts

6	9/25-10/1	Digital Literacy: Multimedia Technology	<ol style="list-style-type: none"> 1. Read and view materials for Week 6 2. Complete exit ticket items <ol style="list-style-type: none"> a. Share an example of multimedia you've engaged with that transformed you or your teaching (e.g. podcast, video, song, animation) b. Respond to two colleagues' posts <p>*Digital Literacy Artifact due by 8:00 AM on Monday, October 2nd</p>
7	10/2-10/8	Digital & Museum Artifact Exploration	<ol style="list-style-type: none"> 1. Read and view materials for Week 7 2. Connect with your assigned small group 3. Complete group exit ticket: <ol style="list-style-type: none"> a. Visit a museum or digital archive – What did you notice and observe? What stood out to you? b. Share how you could use an exhibit in your teaching

			<ul style="list-style-type: none"> c. Each group member: Add a photo or drawing to our virtual class museum on padlet
8	10/9-10/15	Ethical and Safe Use of Digital Technology	<ul style="list-style-type: none"> 1. Read, view materials, and watch video for Week 8 2. Complete exit ticket items: <ul style="list-style-type: none"> a. Share a post about what ethics means to you and how you plan to uphold ethics in your classroom b. Respond to two colleagues' posts
9	10/16-10/22	Media Literacy: Social Media	<ul style="list-style-type: none"> 1. Read and view materials for Week 9 2. Complete exit ticket items: <ul style="list-style-type: none"> a. Share your reactions to the guest speaker video b. Share a lesson idea/outline of how you might incorporate social media as part of a project/assessment

			nt in your classroom
10	10/23-10/29	Media Literacy: Questioning Media Content	<ol style="list-style-type: none"> 1. Read and view materials for Week 10 2. Complete exit ticket items: <ol style="list-style-type: none"> a. Connect with your assigned small group b. Share a guide you could use in your classroom to analyze media content (a step-by-step) and provide a group example
11	10/30-11/5	Media Literacy: Constructing Knowledge and Creatively Communicating with Media	<ol style="list-style-type: none"> 1. Read and view materials for Week 11 2. Complete exit ticket items: <ol style="list-style-type: none"> a. Share a reaction post b. Share an lesson idea/outline for constructing knowledge with or creatively communicating with media c. Respond to two colleagues' posts

			*Media Literacy Artifact due by 8:00 AM Monday, November 6th
12	11/6-11/12	Popular Culture: Learning through Wonder	<ol style="list-style-type: none"> 1. Read and watch video for Week 12 2. Complete exit ticket items: <ol style="list-style-type: none"> a. Share a reaction post b. Share a popular culture example that teaches through wonder c. Respond to two colleagues' posts
13	11/13-11/19	Popular Culture: Examining Pop Culture through a Critical Lens	<ol style="list-style-type: none"> 1. Read and watch video for Week 13 2. Complete exit ticket items: <ol style="list-style-type: none"> a. Connect with your assigned small group b. Select a popular culture topic/example and how you would teach it in your classroom with a critical lens
14	11/20-11/26	No New Content University Thanksgiving Recess	None

15	11/27-12/1	Popular Culture: Learning through Change	<ol style="list-style-type: none"> 1. Read and watch video for Week 15 2. Complete exit ticket items: <ol style="list-style-type: none"> a. Share a popular culture example that teaches through change b. Respond to two colleagues' posts <p>*Popular Culture Artifact due by 11:59 PM on Friday, December 1st</p>
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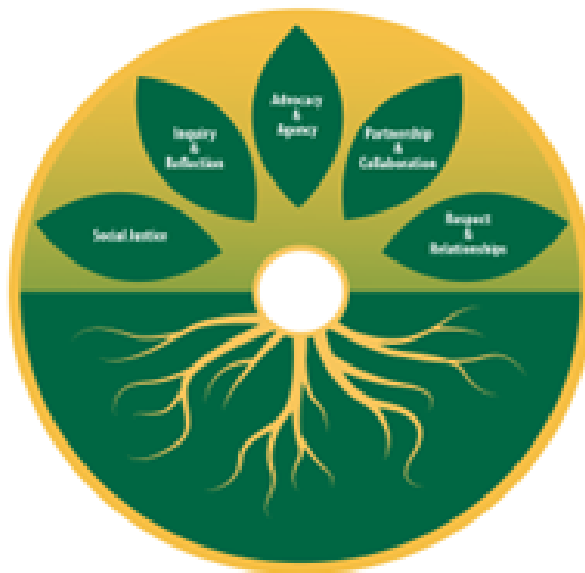
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

December 4 through December 13 are scheduled as Reading Days and Final Exam Days for the University. No class sessions are held during this time.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

The Secondary Education (SEED) Program “Seeds”



As illustrated by the model above, the SEED program is guided by five “Seeds” or principles that students are expected to understand and learn to apply in their teaching and professional lives: Social Justice, Inquiry and Reflection, Advocacy and Agency, Partnership and Collaboration, and Respect and Relationship. SEED students address each Seed in a developmental fashion, twice during their licensure program and once again during the master’s teacher research capstone experience:

- Each Seed is introduced and students demonstrate initial understandings and consider initial applications to teaching of the Seeds (as determined by the program, the course instructor, and individual students) during one of the five pre-licensure courses (Foundations, Methods I, Human Development, Methods II, Content Literacy)
- All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds (in a manner they determine) during internship and internship seminar
- All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)

Course	Seed/Definition	Key Assignment Description
<p>Foundations of Secondary Education</p>	<p>Advocacy and Agency The SEED program educates teachers to develop a commitment to advocating for and developing agency in every young person. Teachers' advocacy activities begin with pedagogical interactions and extend into school and community contexts. Similarly, teachers' consideration of youths' agency begins with enabling them to act independently and make choices in their own best interests—in the classroom and beyond.</p>	<p>Teacher Candidate Digital Portfolio This digital portfolio is a website the teacher candidate creates to begin assembling products and artifacts that illustrate their emerging philosophy of teaching, experiences designing instructional materials, interviews and reflections from clinical experiences, and professional documents such as resumes and work experience. Pieces that teacher candidates add to the digital portfolio demonstrate their agency as educators inside and outside of classrooms, candidates' advocacy of critical issues relevant to secondary education, and candidates' thinking on how educators, their learners, policy makers, and community members all have different agency in making choices related to secondary education. <i>Note: Students will also be asked to identify what <u>they</u> consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.</i></p>
<p>Methods I</p>	<p>Social Justice The SEED program educates teachers to develop a commitment to social justice. Such a commitment encompasses the belief that all members of our school, university, and broader communities can contribute to disrupting inequitable interactions, practices, and structures, with a focus on enhancing each individual's opportunity to learn and succeed. Social justice is also closely aligned with "equity," which involves the implementation of anti-oppressive and antiracist interactions, practices, and structures that ensure that every individual has an unbiased, impartial, responsive, and appropriately scaffolded opportunity for academic and professional success.</p>	<p>Lesson Plan Using a provided format, the lesson plan must include objectives, standards, instructional plans, assessments, classroom layout(s), a teacher script, and all materials that would be given to students as part of the lesson. The lesson must demonstrate the teacher candidate's ability to integrate justice concepts/content into their instruction. <i>Note: Students will also be asked to identify what <u>they</u> consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.</i></p>

<p>Human Development and Learning</p>	<p>Relationships with and Respect for Youth The SEED program educates teachers to develop relationships with and respect for youths. When a school culture promotes respect, support for students' identities, senses of belonging, and tolerance, students are able to work as active participants in the classroom and the community. Secondary teachers who create a welcoming environment in their classrooms; who strive to know and honor students' backgrounds, preferences, and perspectives; who build relationships with young people based on trust and mutual understanding; and who connect curriculum to students' cultures hold key to effective instruction. Their instruction will contribute to developing unique individuals who will be able to connect their life experiences to learning.</p>	<p>Case Study/Student Application Project The case study/student application project is a summative assessment of the teacher candidate's ability to use psychological theory to analyze problems in a classroom and practice approaches a thoughtful, ethically principled teacher would use to solve problems. The case study/student applicant project must demonstrate the teacher candidate's understanding of how and why teachers can use psychological theories and principles to develop relationships with and demonstrate respect for youths, with an ultimate goal of enhancing adolescents' school and life success. <i>Note: Students will also be asked to identify what <u>they</u> consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.</i></p>
<p>Methods II</p>	<p>Inquiry and Reflection The SEED program educates teachers who appreciate and know how to ask questions about their practices and who are critically reflective of their pedagogies, empowered by evidence. The ability to inquire and reflect on one's teaching practice is foundational to educators' ongoing and self-directed professional growth across their professional lifespans. Educators who can inquire into and consistently implement effective instructional practices—and who can critically reflect on and evaluate their pedagogies—will be the most responsive teachers and will best inspire students to learn.</p>	<p>Unit Plan/Lesson Implementation Teacher candidates will use the “backwards design” process to develop a plan for teaching a unit which actively involves students in meaningful learning; individualizes learning to accommodate the strengths and needs of students; and provides authentic assessments. Unit plans will include objectives, a calendar, and an outline of each day in the unit. One lesson of the unit must be taught/co-taught in the teacher candidate's clinical experience classroom, and the unit plan and lesson implementation must demonstrate the candidate's understanding of how and why teachers use inquiry and reflection to improve their pedagogical practices and enhance student learning. <i>Note: Students will also be asked to identify what <u>they</u> consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.</i></p>
<p>Content Literacy</p>	<p>Collaboration and Partnership The SEED program educates teachers who value collaborative engagement in learning and teaching and supporting collaboration through different forms of partnership. Collaboration takes on many forms, including collaboration amongst teacher candidates and their peers, course instructors and faculty advisors, mentor teachers in schools, their students and their students' families and caregivers, and amongst experts in their fields of teaching. These collaborations occur through a shared understanding of partnership. By spanning multiple boundaries, the SEED program supports partnerships with local schools and their divisions, with state and national professional associations, and with international experiences in other countries.</p>	<p>Disciplinary Literacy Inquiry Project Teacher candidates complete an inquiry into methods of supporting students' comprehension in their respective content areas. Using resources from class and peer-reviewed articles, candidates develop an understanding of how to guide and deepen students' comprehension, addressing questions including “Why is it important to be literate in our respective subject areas?”. The inquiry project must demonstrate the candidate's understanding of how and why teachers collaborate with other education professionals, students, families and caregivers and others to support students' subject area comprehension and literacy learning. <i>Note: Students will also be asked to identify what <u>they</u> consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.</i></p>

Internship and Internship Seminar	All SEED Seeds: Applications to Teaching All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds during internship and internship seminar.
Teacher Research (for Master's students only)	All SEED Seeds: Applications to Teaching and Teaching Inquiries All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Student Evaluations of Teaching

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Toward the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>