🏠 | Weekly Folders   **Week 5b: Digital Literacies and Learning (Friday, April 13)**   Edit Mode is: ● OFF

Week 5b: Digital Literacies and Learning (Friday, April 13)

Reading: Language and Learning in the Digital Age chapters 8-14

Finish off *Language and Learning in the Digital* Age (chapters 8-14) for this reading. I think this part is the most interesting part of the book, but it certainly gets a little more complex as well. Take some notes and start thinking forward to that final project as you read.

Week 5b Discussions

As you finish off *Language and Learning in the Digital Age* start thinking forward to that final project. You may already have some ideas in mind, but consider how these chapters may inform some of those ideas. Of course, you can write about anything related to these chapters in your response. If you're struggling with where to start, consider the following questions:

- What are passionate affinity spaces? Where do they exist? Why are they important?
- How are in-school and out-of-school literacies different according to the authors?
- Why is play so important to learning? How can this be incorporated into class activities?
- What is "theory crafting"? How does this apply to situations outside of video games?
- How do passionate affinity spaces disrupt the idea of experts? How might this affect classroom activities?
- How is the digital social formation different than the oral or literate formations? What does this mean for future literacy?

In addition to your response, also remember to reply to at least one other person's post (more is great!).

Final Project Assignment

Nothing is due for the final project this week and only some minor invention work is due next week, but I'm introducing this now to give you more time to think about the project. The final project also relates to this week's readings, so it's good to connect to those ideas now.

For your final project, choose a single assignment that you current do with your students or an assignment that you plan to do. Then, I want you to start off by explaining the context for this assignment:

- Explain the context in which the assignment takes place, both within your class and within your institution. What class does this take place in? Who are the students, including age but also relevant context (such as likely digital experiences)? What other classes are they likely to have taken, to be taking, or to take in the future?
- Explain the desired outcome for the assignment, both within your class and in other contexts. What do you hope the students get out of the assignment? How does this assignment meet class, institution, or state guidelines? How does it meet these expectations?
- Explain how the assignment is currently done by you or by others. What are the guidelines for students? What do they do as preparation for the assignment? What small assignments build into this assignment? What do they do as a final assessment (test, paper, etc.)?

After you have explained how it has been done in the past, shift gears and re-imagine this assignment as a digital literacies assignment. You want to meet the same guidelines as the previous assignment (plus, perhaps, additional guidelines), but you also want to incorporate ideas from our class readings and discussions. You may do this in a number of ways:

- You may re-imagine the assignment as a multimodal assignment, perhaps including the incorporation of video, audio, images, or gesture into pre-existing activites and assignments. You may even go further and re-image the assignment as fully multimodal--for example, replacing a written paper with a video.
- You may encourage students to explore critical literacies--that is, to explore how and why certain literacy practices are taking place within a text or texts. For example, a student may read a play and then watch that same play performed. The student could then analyze the choices made in the live/recoreded version that re-interpret the written version and explore how those multimodal literacies (image, gesture, space, aurality, etc.) shape the meaning of the text.
- You may explore passionate affinity spaces, either as a model for teaching or as an area of study. For example, you might create a project that is guided by students' interests (either individually or as a group) and have them learn based on those interests. Alternatively, students could find existing passionate affinity spaces and join them as part of an assignment.
- Your re-imagined assignment could include any of these three things or could incorporate other lessons from the class: social media, wikis, video games, etc. How you re-imagine the assignment is up to you.

Please note that although I encourage you to use these assignments in your real classes, you are under no obligation to do so. I understand that certain teaching contexts may not allow for this kind of modification. The purpose of the assignment is to think about the relationship between digital literacies and your teaching, not to take over your class.

I also want to remind you that all materials that you present for this assignment (handouts, assignment sheets, rubrics, etc.) must be made entirely *for this project* and must be made entirely *by you*. It is *not* okay to adapt assignments created by other teachers or that you've found in books or online.

The final project will be assessed on two parts. The first is a portfolio. This should include:

- A written or multimodal explanation of the past assignment and the re-imagined assignment (2000 words or multimodal equivalent).
- An explanation of the assignment as it will be presented to the students, perhaps including an assignment sheet, a rubric, or however you normally introduce assignments. This could even be a simple video recording of yourself showing how you would introduce it in class. As part of this explanation, I do want at least a brief explanation of how the assignment would be graded (Varied length, but no fewer than 500 words or multimodal equivalent).
- A sample of this assignment done by you. I'm a strong believer that you shouldn't assign anything you haven't tried yourself at least once. This will take whatever form you'll have them doing! (Varied length, but no fewer than 500 words or multimodal equivalent)
- A written or multimodal reflection on how this assignment meets the desired outcomes (1000 words or multimodal equivalent).
- Additional applicable materials. For example, you might include sample readings, videos you'd plan to show in class, assignments that helped to inform this assignment, smaller assignments that will build to a larger assignment, and so on (Var...

The portfolio section will account for 40% of your final grade for the class. It will be submitted to me in a folder in Google Drive. Next week, I'll include a video of how to make and share folders in Google Drive for the submission of the portfolio.

Portfolios will be graded on meeting or exceeding the following criteria:

	Exceeded	Met
Explanation of Past Assignment	You clearly explain how you and others have approached the assignment in the past. You provide specific examples or past assignments and accompanying materials.	You clearly explain how you or others hav... in the p...
Explanation of Re-Imagined Assignment	You clearly explain the new assignment in detail, including specific examples of how the new assignment will be scaffolded for students and offering examples of activities and mini-assignments that will be used to build to the larger assignment.	You explain the new assignment in detail ... in the scaffolding of the assignment.
Explanation of the Assignment as Presented to Students	You offer a detailed explanation of the assignment exactly as it will be presented to students, including handouts, a recording of your explanation, and other relevant materials students will receive. Grading for the assignment is clear.	You offer an explanation of the assignme... to students, either in a written assignmen... your explanation, or another equivalent d... assignment is included.
Sample Completed by You	You offer evidence of the assignment as completed by you as well as a reflection on how the assignment changed after you tried i...	You offer evidence of the assignment as ...
Reflection	You offer a clear explanation of how your assignment meets your desired outcomes. You point to specific ways in which the outcomes are met through assignment activities.	You offer a reflection that explains how y... desired outcomes.
Additional Materials	You offer additional supplemental materials (such as readings, videos, or mini-assignments) and explain specifically how these materials scaffold the assignment.	You offer additional supplemental materia... mini-assignments) that help to scaffold th...
Organization	The written and multimodal elements of this assignment are presented in a way that enhances meaning.	The written and multimodal elements of t... a way that is easy to follow.
Manuscript Preparation	You have exceeded guidelines and have successfully responded to your peers' feedback.	You have followed the guidelines of the a... to your peers' feedback.

Grades are based on the following scale:

- A: You have exceeded expectations for five or more of the grading criteria.
- A-: You have exceeded expectations for two to four of the grading criteria.
- B+: You have met expectations for all grading criteria.
- B: You have not met expectations for one to two of the grading criteria.
- B-: You have not met expectations for three or more of the grading criteria.

The second part of the assignment is a presentation. Presentations should be short (taking **no more than 5 minutes** to view, listen, or read) and should follow these guidelines.

- The presentation must be stand-alone, meaning that you should not need to explain them (as you would in a face-to-face class). Possible presentations might include a short video like I do for class content (talking head or screen capture is fine), a PowerPoint or Prezi that either includes audio voiceover or includes written text to explain what we're seeing, an audio recording (perhaps in the form of a podcast) explaining the assignment, etc. Any format is fine as long as it's stand-alone, fully digital, and at least somewhat multimodal. The only format that is not acceptable is a traditional written paper--I want you to test out multimodal texts even if the final project isn't perfect.
- The presentation must be presented online in a forum that your peers can view. This is the only part of the final project that you're required to make available to the whole class. You might do this through YouTube, Prezi, Google Drive, Soundcloud or another space depending on the form your presentation takes.

The presentation section will account for 20% of your final grade for the class. Because this part of the assignment is designed to test out multimodality and perhaps push some comfort zones, it will be graded a bit more leniently than the portfolio part of the assignment. I encourage you to try something new!

Presentations will be graded on meeting or exceeding the following criteria:

	Exceeded	Met
Explanation of Assignment	You have explained the assignment clearly for your peers. The presentation stands on its own and includes multiple examples from the assignment.	You have explained the assignment clearly for you presentation stands on its own.
Method of Presentation	You have presented your assignment in a way that helps understanding and enhances meaning.	You have presented your assignment in a reasona if the assignment you have created is visually bas strongly suggested.
Inclusion of Multimodal Content	You have included multimodal content that enhances the understanding of your assignment.	You have included content beyond written text: im similar content.
Growth	You have tried something new and learned to use it well.	You have tried something new.

Grades are based on the following scale:

- A: You have exceeded expectations for three or more of the grading criteria.
- A-: You have exceeded expectations for one to two of the grading criteria.
- B+: You have met expectations for all grading criteria.
- B: You have not met expectations for one of the grading criteria.
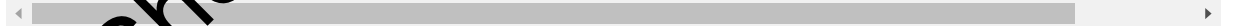- B-: Your have not met expectations for two or more of the grading criteria.

Final Project

ENG 5900 12 Final Project

Final Project Questions

Please ask any and all questions you may have about the final projects here. No question is too small!