MEDT 7490 Visual and Media Literacy for Teaching and Learning

Semester Hours   3

Semester/Year   Spring 2016

Time/Location   This course is 100% online (no face-to-face class meetings).

Instructor   Dr. Adriana D' Alba

Office Location   140 Education Annex

Office Hours   Tuesdays and Thursdays, 1:00 - 4:00 p.m.

Online Hours   Tuesdays and Thursdays, 11:00 a.m. - 1:00 p.m.

Telephone   678-839-6129

Email   adalba@westga.edu.
Email is the best way to reach me. If you have course related issues you can also use the "Course Questions" forum. I usually respond within 24 hours. If I am out of town, replies may be sent within 72 hours.

Distance Support   CourseDen (D2L) Home Page
https://westga.view.usg.edu/

CourseDen Help & Troubleshooting
http://uwgonline.westga.edu/students.php
OR https://d2lhelp.view.usg.edu/
(Click on NEED LIVE TECHNICAL SUPPORT? for live chat)

UWG Online
http://uwgonline.westga.edu/

Distance Learning Library Services
http://westga.edu/~library/depts/offcampus/

Ingram Library Services
http://www.westga.edu/library/

University Bookstore
http://www.bookstore.westga.edu/

COURSE DESCRIPTION
This course is an introduction to visual and media literacy principles that support student learning in specific content areas. Students will explore elements of photography and videography that support learner-centered instruction. Instructional applications in the workplace and instructional

settings, shooting high-quality digital photographs and video vignettes, how to produced enhance digital-based instructional materials and resources are covered.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK
The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence, (b) Field-Based Inquiry, and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework, as identified below.

COURSE PRE-REQUISITE
No pre-requisites.

APPROACHES TO INSTRUCTION, TECHNICAL SKILLS, AND TOOLS
The pedagogical methods used to teach this course will include lecture, discussion, small and large group work, journal articles, handouts, learning management system technology, web-conferencing technology applications, and when appropriate and available guest speakers. To an extent, the class will be taught using interactive approaches. Students are expected to be well prepared for online meetings and have read the assigned readings. They are should be ready to ask questions on any assigned material that they do not understand.

This course will be delivered entirely at a distance with no face-to-face meetings (FTF). The following are the minimum requirements for completing this class successfully. You must meet these requirements to participate in the class.

- Access to a personal computer (PC or MAC) with speakers, a webcam, and a microphone to complete the course work. Digital camera to complete assignments, and scanner.

- High-speed internet service (DSL, Cable, etc.) is **strongly recommended**. If high-speed internet is not available in your area, contact your instructor immediately. Completion of course requirements will be very difficult and cumbersome without high-speed service.

- Software requirements: *Microsoft Office 2007* or higher (available for free at UWG), Adobe Reader, *BlackBoard Collaborate, Canvas, Wikispaces,* blogs, *Twitter*, *Jing, SecondLife viewer* and other potentially required downloads listed in *D2L CourseDen*.

Required Instructional Resource

TK20 Subscription -- These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do

If you have purchased a subscription previously, **DO NOT** re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, please email tk20@westga.edu.

Each major assignment contributes to the development of the next one. This form of scaffolding strategy ensures that students have the appropriate foundations in acquiring and retaining the appropriate knowledge and skills in order to meet the stated course objectives.

This course uses a constructivist pedagogical approach. This course will be delivered 100% online. This requires the online equivalent to 2400 minutes of instruction (seat-time) and an additional 4800 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

Assignments (60%)	5184 minutes
Discussions (30%)	2592 minutes
Assessments (10%)	864 minutes

Additionally, it is anticipated that students could need to work independently for twice the number minutes listed above to complete online activities.

Instructor Note: What the above is trying to say is that you have to work about 9 hours (540 minutes) per week. The verbiage is required for our SACS accreditation, and it is awkward because we are using the old face-to-face "seat-time" trying to quantify "online seat time". It satisfies the needs of administrators to count things. Just try to schedule in 9 hours per week for this course. If you struggle with technology, add a few more hours to that number. If you require assistance with D2L, please contact online@westga.edu or call (678)-839-6587.

Students are expected to develop skills in managing multi-platform delivery applications. Given this, students will access the course site for content, and the Learning Management System for password protected submission, online discussions, and assessment including feedback on assignment completion. Most of the course content will be access through a faculty-developed course site except for specific resources under the "fair use" guidelines. Finally, students will access the library database to identify research literature to support class discussions and assignments.

COURSE OBJECTIVES

Students will:

1. **DEVELOP** an awareness of the roles and applications of visual and media literacy to the instructional process, and as a means of enhancing learning and motivation with all types of learners
   - References: Frazel, 2010; Goldman-Segall, 1998; Hobbs, 2011; Kyker & Curchy, 2003; Millerson, 2001; Pogue, 2001; Zettyl, 2001
   - Conceptual Framework Descriptors: Knowledgeable, Reflective, Inquisitive, Decisive, Adaptive, Proactive, Leading, Collaborative, Culturally Sensitive, Empathetic; Knowledgeable, Reflective

- Professional Standards: AASL 2; NBPTS 2, 3; NBPTS SLM V; AASL 1.1, 1.4, 2.2, 2.4, 5.1, 5.2, 5.3; GaPSC 1i, 1iv, 2ii, 2iv, 5i, 5ii, 5iii

2. **DEVELOP** competencies in operating equipment needed for taking and editing digital photographs and videos for use in the work place (i.e., digital camera, tripod, flash, computer, mouse, video camera, video recorder, lights, microphone mixers, microphone, editing machine, computer graphic programs and photo/video editing software)
- References: Ang, 2007; Greenwood, 2003; Kyker & Curchy, 2003; Millerson, 2001; Pogue, 2001; Shyles, 2007; Zetty, 2001
- Conceptual Framework Descriptors: Knowledgeable, Decisive, Inquisitive, Adaptive, Collaborative, Knowledgeable, Reflective
- Professional Standards: AASL 2; NBPTS 2, 3; NBPTS SLM III; AASL 1.4, 7.1; GaPSC 1iv, 7i

3. **DESIGN** and **PRODUCE** digital educational materials and resources in selected areas of interest that support effective visual-based instruction
- References: Abram & Hoerger, 2009; Block, 2008; Kyker & Curchy, 2003; Limpus, 2002; Long, 2012; Moline, 1995
- Conceptual Framework Descriptors: Decisive, Inquisitive, Adaptive, Collaborative, Culturally sensitive, Knowledgeable, Reflective
- Professional Standards: NBPTS 2, 3; NBPTS SLM V; AASL 1.1, 1.2, 1.3, 1.4, 2.2, 2.4, 4.5,6.4, 7.1, 7.2; GaPSC 1i, 1ii, 1iii, 1iv, 2ii, 2iv, 4v, 6iv, 7i, 7ii

4. **SELECT** and **UTILIZE** digital tools and resources that can be integrated into the workplace and instructional settings to meet the varying and diverse needs of all learners
- References: Abram & Hoerger, 2009; Kyker & Curchy, 2003; Laybourne, 2009; Ohler, 2008
- Conceptual Framework Descriptors: Knowledgeable, Reflective, Inquisitive, Decisive, Adaptive, Proactive, Leading, Collaborative, Culturally Sensitive
- Professional Standards: AASL 2

5. **DISCUSS** and **MODEL** safe, legal, and ethical practices for taking, sharing, using, and citing digital resources
- References: Bull & Bell, 2005; Ewald & Lightfoot, 2001; Hobbs, 2011
- Conceptual Framework Descriptors: Knowledgeable, Reflective, Inquisitive, Decisive, Adaptive, Proactive, Leading, Collaborative, Culturally Sensitive
- Professional Standards: AASL 2

INSTRUCTIONAL RESOURCES
Required Text(s)

Frey, N., & Fisher, D. (2008). *Teaching visual literacy: Using comic books, graphic novels, anime, cartoons, and more to develop comprehension and thinking skills*. Thousand Oaks, CA: Corwin Press.

Golombisky, K., & Hagen, R. (2013). *White space is not your enemy: A beginner's guide to communicating visually through graphic, web & multimedia design*. 2nd edition, Boston, MA: Focal Press.

Required Online APA Resource
Purdue Online Writing Lab (OWL). Retrieved from: https://owl.english.purdue.edu/owl/

Supplementary Text(s)
Baker, F. W. (2012). *Media literacy in the K-12 classroom*. Eugene, OR: ISTE. American Psychological Association. *Publication manual of the American Psychological Association* (6th Ed.)

LEARNING ACTIVITIES

Class Participation

This course lives or dies by YOUR participation and participation is expected. Lack of engagement, failure to complete work or discussions in a timely manner, or other noted absence of participation may lower a student's cumulative point total by **80 points**.

You will find a discussion forum named "Course questions" in *D2L*. This forum will serve to post all your inquiries related to the class, as well as a channel to communicate course related announcements. Check it often!

Online Discussions

One of the most important aspects of this course are the discussion forums, and this course lives or dies with your participation. Those discussions are an informal way for you and your peers to communicate and engage in meaningful conversations related to the course. Be aware that for the discussions where you are not required to reply to other postings, you can wait until Sunday to post your thoughts; however, for those discussions where you are required to reply to your peers, you are expected to make an **initial posting on, or before Wednesday** of the week the discussion posting is first available, and follow up with remaining postings and replies during the week (Check your course schedule!). **Fifty percent of the discussion's grade will be deducted if you miss the Wednesday posting, even if you post your replies before the deadline on Sundays**. In previous semesters, I have had students posting everything the day, or the hour before the deadline. This is not acceptable and does not contribute to build a meaningful discussion.

Imagine a room full of people engaging in conversation. Then, they move to the next room and at that moment you decide to start voicing your opinions about the topic. No one will be there to hear you, and what you have to say becomes meaningless even if you think is very thoughtful. **It is exactly the same with online discussions.** This is why, without exceptions, **missed discussion board postings/replies will result in a grade of zero**.

You are expected to read and participate in ALL online discussions. Missing one discussion can be the difference between an A and a B grade. You are required to post your initial thoughts and respond to AT LEAST two other postings in order for a discussion to be considered complete. **You have to respond to the postings in a meaningful manner** ("I agree" or "this is interesting" are not proper responses). Video posting of discussion responses is encouraged. A reflective response includes new information, personal perspectives, or other input that shows thought and consideration of the issue. It goes beyond simple agreement with or endorsement of responses that

have already been posted. (Course Objectives 1, 2, 3, 4; Teacher ObservationD2L *CourseDen* DB postings, online discussions)

Note that I may add/delete discussions in addition to the ones listed in the syllabus and class schedule. If this is the case, you will be promptly notified of this addition. It is for this reason that your grade for discussions will be tallied and added at the end of the semester. You will receive grades to your discussions during the semester, but be advised that the values might change if discussions are added/deleted.

Student Work

All student work submitted during the course is required to be original. All projects must be completed to be graded. It is strongly recommended that you begin work on ALL the projects as soon as they are made available and where you can work ahead. Do not rely solely on the suggested schedule to tell you when to start and finish these projects. Please work early and often!

Due Dates

All products/assignments/discussions will be due on the due dates posted. Do not fall behind in the class. Missed assignments may be made up only in the event of emergencies. It is my intention to follow the calendar, but I might change the course outline as necessary to ensure adequate student progress. You should expect feedback and a grade to be posted within 7 days of assignment deadline. If you do not see a grade, please contact me by email ASAP because this may indicate I did not receive the assignment. If you know you will have any issues submitting any of your assignments on time, contact me **PRIOR** to the deadline to make possible arrangements. I know sometimes real life situations happen, and can affect your class performance, that is why I insist if you have any issue to contact me as soon as possible.

Assignments:

Below you will find brief descriptions of each of the assignments. Full descriptions will be provided on each of the modules.

Project 1. Creating meaning with images (individual). Create images that depict principles and elements of design (Course objectives 1, 2, and 3)

Project 2. Coding and decoding images (individual). You will analyze and create visual texts. (Course objectives 1, 2, and 3)

Project 3. Comics, cartoons, and graphic novels (working in pairs). You will create a comic, cartoon, or graphic novel (course objectives 1, 2, 3, and 4)

Project 4. Infographics, posters, and newsletters (working in pairs). You will develop an infographic or poster (course objectives 1, 2, 3, and 4).

Project 5. Re-designing instructional materials based on multimedia principles (individual). You will re-design an instructional material from your classroom (course objectives 1, 2, 3, and 4).

Project 6. Analyzing commercials (individual). You will review and critically analyze video commercials (course objectives 1 and 5).

Project 7. Research on visual and media literacy (individual). You will investigate previous research in visual and media literacy (course objectives 1, 4, and 5)

Project 8. Comprehensive plan (individual). You will develop a comprehensive plan and materials that use media and visual literacy to solve an instructional problem (course objectives 2, 3, 4, and 5)

ASSESSMENT OF LEARNING
Evaluation Procedures

Students are evaluated in the following areas:

Activity	Total Points	Type of Assessment	Due Dates/Location See class schedule
Class Participation and Course Discussions	80	Teacher Observations	Ongoing
Initial class quiz	10	checklist	At 11:59 PM
Project 1: Creating meaning with images	40	checklist	At 11:59 PM
Project 2: Coding and decoding images	50	checklist	At 11:59 PM
Project 3: Comics, cartoons, and graphic novels in the classroom	50	checklist	At 11:59 PM
Project 4: Infographics, posters, and newsletters for learning	50	Checklist	At 11:59 PM
Project 5: Redesign of instructional materials	50	Checklist	At 11:59 PM
Project 6: Analysis of video commercials	50	Checklist	At 11:59 PM
Project 7: Research on visual and media literacy	40	checklist	At 11:59 PM
Project 8: Comprehensive plan	65	rubric	At 11:59 PM
Final course reflection	15	Checklist	At 11:59 PM
Total points:	**500**		

IMPORTANT NOTE: This course is one of the IT Certification courses (7464, 7468, 7476, and 7490). The non- submission or incomplete submission of required TK20 artifacts will result in a failing grade. Please contact the TK20 Coordinator as soon as the semester starts, or consult the

following link regarding TK20.

http://www.westga.edu/education/984_tk20_system.php

GRADING SCALE:

A =   500 - 461 Points
B =   460 -421 Points
C =   420 - 381 Points
F =   380 Points or below

COURSE SCHEDULE

You can access the course schedule which is posted in the "Start here" module in CourseDen. Download it for your easy access and use it as a guide of what is due and when. Remember that this course schedule may change given unpredictable circumstances beyond your professor's control.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

1. Submitting Assignments
You are expected to submit assignments on time. All components must be completed to receive a grade. In most cases, projects are graded as a complete whole and partial credit is not awarded. Valid reasons for submitting work late must be cleared by the professor **in advance.** It is your responsibility to contact the professor when extenuating circumstances take place. Ten percent of the total grade might be deducted for **each day** an assignment is late up to 50%.

All CourseDen assignments are due by midnight on the date due. Any assignments posted after midnight are considered late. Each assignment in *D2L CourseDen* has a **due date** and a **cut-off** date. The cut-off date is five days after the due date. For instance, if an assignment is due October 22nd, the final cut-off date is October 27th. After October 22nd, the assignment is "late." After October 27th, the assignment is GONE. No assignments more than 5 days late will be accepted. **This does not apply to online discussions (see proper section for discussion rules).**

2. Professionalism
You are expected to conduct yourself professionally. This is an essential quality for all professionals who will be working in the schools. You are expected to display a positive attitude. Professionalism includes but is not limited to the following:
- Participating in interactions and class activities in a positive manner.
- Collaborating and working equitably with students in the class.
- Actively participating in class each week.
- Turning in assignments on time.
- Treating class members, professor, and colleagues with respect in and out of the classroom.

Students who display a lack of professionalism will be contacted by the instructor immediately when violations take place and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

ACADEMIC HONESTY

All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*. Disciplinary procedures described in the latest University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

STUDENT NETIQUETTE

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

For further information, please consult the following "How to be a successful online student" manual: http://nursing.westga.edu/assetsNursing/msn/how-to-be-a-successful-online-student.pdf

DISABILITY STATEMENT

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

STUDENT EMAIL POLICY

University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

EXTRA CREDIT STATEMENT

Extra credit activities will not be made.

DUAL SUBMISSION STATEMENT

Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may not be submitted unless prior approval is granted by the instructor. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission.

FILE NAMING PROTOCOL

Follow this file naming convention FOR ALL SUBMITTED DOCUMENTS in this course and set your file name as indicated below:

1. Your last name followed by an underscore ("_") - with NO SPACES - (e.g., Dalba_)
2. The initials of your first and middle names followed by an underscore ("_") - with NO SPACES - (e.g., BA_)
3. The Assignment Title (a concise version - keep it short) and an underscore ("_") - with NO SPACES - (e.g., FinalReflection_)
4. The course number (i.e., for this course, 7490)

Use the order as described above and assemble the 4 elements into a string with NO SPACES (e.g., Dalba_BA_FinalReflection_7490.docx).