



TIP 527: SOCIAL JUSTICE IN THE DIGITAL AGE

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CREDITS 3

DR. MIA KIM WILLIAMS

FACE-TO-FACE COURSE, LMS SUPPORTED

Technology, Innovation and Pedagogy: The goal of the program in Technology, Innovation, and Pedagogy is to develop educational professionals and classroom teachers that have foundational theoretical knowledge of technology infused pedagogy for transformative teaching and learning.

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A. COURSE DESCRIPTION

Catalog: Explore social justice concepts, issues and reforms particularly associated with digital/global contexts. Develop necessary analytical tools and knowledge to assess inequity and injustice in ever-changing global communities.

B. PREREQUISITES

None

C. RELATIONSHIP OF THE COURSE TO THE PROGRAM KNOWLEDGE BASE

This is a course in the Technology, Innovation, and Pedagogy Master's program. It has a focus on theory and academic and critical thinking to provide a foundation for students to meaningfully apply concepts in other courses. It is a master's level seminar where students will take charge of their own depth of learning and contribute the collective learning of others.

D. COURSE GOALS AND OBJECTIVES

The broad goals of this course are for learners to

1. develop critical perspectives about social justice issues related to technology and education
2. explore options for addressing inequity and power differences in global digital contexts

Specifically, students will:

- explain key concepts of selected social justice, critical and cultural theories
- characterize crucial connections between theories and educational technology initiatives in social and educational context
- formulate analytical questions about inequality, marginalization and power differences in global digital contexts
- investigate social-technical change and social justice in student-relevant contexts
- examine local and global issues related to technology and social justice

E. RELATED STANDARDS

International Society of Technology in Education Standards (ISTE)

For Teachers

Facilitate and inspire student learning and creativity

Design and develop digital age learning experiences and assessments

Model digital age work and learning

Promote and model digital citizenship and responsibility

Engage in professional growth and leadership

For Students (UNC students would be able to apply these standards)

Creativity and innovation

Communication and collaboration

Research and information fluency

Critical thinking, problem solving, and decision making

Digital Citizenship

Technology Operations and Concepts

Association for Educational Communications and Technology (AECT)

AECT Standard 1 (Content Knowledge): Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.

AECT Standard 2 (Content Pedagogy): Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on

contemporary content and pedagogy.

AECT Standard 3 (Learning Environments): Candidates facilitate learning (p. 41) by: creating, using, assessing/evaluating, managing, ethics, diversity of learners.

AECT Standard 4 (Professional Knowledge and Skills): Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.

AECT Standard 5 (Research): Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning (p. 4) and improve performance (pp. 6-7).

F. COURSE CONTENT

- What is social justice?
- Brief introduction to critical theory
- Thinking critically about technology
- Organizational change and digital environments
- Social justice and technology: promoting a plan and vision for change
- Global case studies
- Power advocacy and change

F. COURSE REQUIREMENTS

REQUIREMENT	PERCENTAGE VALUE
Weekly Readings and Seminar Discussions	30
Book Review	20
Social Justice Quilt	20
Project	30
Total possible	100

Full descriptions of each assignment and corresponding rubric will be available in blackboard.

Readings and Discussions

This is a seminar course. Students are expected to come to class prepared to engage in thoughtful and meaningful discussion. Preparation and participation: Each student will complete all reading assignments and engage in process work and discussions as assigned. This might include discussion boards, blackboard collaborate sessions, short assignments, drafts of

writing, attendance at work sessions, or other small projects or assignments that take place during the seminar sessions.

Book Review

Students will select a relevant book to read independently and write a review that addresses: a) relevance of the book to the field of technology and education, b) insights about social justice and advocacy considering the topic of the book, c) your recommendations to the field based on your interpretation of the book's content. In addition to the written review, students will create and share a book trailer with the class.

Social Justice Quilt

Students will use digital design to create a social justice quilt that represent the metaphor presented in the quote from Milo (1995): "The quilt is used symbolically for the feelings about race and ethnicity that cover us while we sleep, comfort us against the cold, and are folded and neatly put away during various seasons of the year. They may be pieced together using one small scrap at a time, sometimes cut into beautifully designs from fancy materials, at other times cut into old shapes from plain, ordinary, will-worn fabric, and stitched by a machine instead of by and. Regardless of any or all of these origins, they are bound with small stiches, bordered, have padded insulation and are backed with substantial material. We think of them as so necessary to survival that we give them to babies and often pack them when going on lone and desolate journeys. Some are tattered and torn from overuse others are carted out for display, company or special occasions; but we each own one." Designs are based on the readings and investigations that make up the seminar discussions.

Project

Students will conduct an investigation about social-technical change and social justice in a student-relevant context. This project should seek to identify both the systemic and individual levels of impact of the social justice issues (the personal is political"). Therefore, the project should be designed to advocate for or bring awareness to issues relevant to technology and education. Project background should situate the student-relevant context in the broader global landscape and thus build off of the readings and discussions from class, but might require additional literature review. The project should take approximately 15 hours outside of class. In class opportunities will be structured so students may engage in discussion and consultation with one another and the instructor. A final poster presentation will take place at the end of the semester.

G. GRADING CRITERIA (Method of Evaluation): Letter Grade

Your grade will be determined based on the total percentage grades from all work completed. Major projects will include rubrics.

A=94-100; A-=92-93; B+=90-91; B =85-89; B-=82-84; C+=80-81; C=76-79; C-=73-75; F = 0-72

H. REQUIRED TEXTS/READINGS

Eubanks, V. (2002) Digital dead end: Fighting for social justice in the information age.

I. SUGGESTED READINGS (may be included in the readings provided in blackboard)

Apple, M. (2012). Can education change society?

Berger, J. (1972). Ways of Seeing. BBC and Penguin Books: London.

Cho, E. (2014). Overrated: Are We More in Love with the Idea of Changing the World Than Actually Changing the World?

Cuban, L. (n.d.) blog posts from larrycuban.wordpress.com

hooks, b. (2003). Teaching community: A pedagogy of hope. Routledge: New York.

Freire, P. (2000). Pedagogy of the oppressed. New York: Continuum International Publishing Group (Original work published in 1970)

Harvey, D. (2001) "A view from federal hill, spaces of capital: towards a critical geography
Routledge: New York, 128-157.

Illich, I. (1971). Deschooling Society. Harper and Row: New York. 49-74.

Sennett, R. (1992). "Exposure," The Conscience of the Eye: The Design and Social Life of Cities.
New York: W. W. Norton, 121-150

Teaching for Diversity and Social Justice: A Sourcebook for Teachers and Trainers
ISBN:0415910579

J. COURSE POLICIES

Attendance and Participation

You are expected to attend all synchronous sessions on time and for the full length of class. Asynchronously, you are expected to stay up to date on what is expected and participate with

group members and in discussions or assignments. If I find that you are not participating, I will request a meeting to address the situation. Non-participation will adversely impact your grade.

Late and Missing Assignments

Submission of ALL assignments is expected to be on time and in the prescribed format and manner. Work and projects are expected by class time on the designated due date.

Electronic submission of assignments that are not in the specified format (software available on campus), will also be considered late. These assignments will be rejected and issued ZERO points until resubmitted. Resubmission will be expected by the beginning of the next class session. Your final assignment grade will be reduced by 10% of the possible points for this delay.

Generally, late assignments are not accepted. Exceptions may be arranged by communicating your extenuating circumstance to your instructor **prior** to the due date. Students frequently ask for an extension when their computer or storage device crashes and they lose an assignment. A backup storage device is a requirement for this course. You will NOT be granted an exception for late work in this situation. You should dutifully back up all your work every time you work on it. That way you if a crash occurs you only lose work from the last session.

Please practice safe storage :)

Written Assignment and Communication Policy

All assignments and written communications in this class (including email and discussion board postings), are expected to be word-processed and conform to University-level writing standards. Your writing should be professional, clear, and when appropriate or required, include proper citations of expert knowledge and media in American Psychological Association (APA) format. Errors in spelling and/or grammar are expected to be rare. Colloquial, informal writing is not appropriate. When grading or reviewing student work that does not meet these standards, your instructor will return the work for revision. The revised assignment will be issued ZERO points until resubmitted. Revisions will be due at the beginning of the next class session. Once re-graded, 10% of the total points possible will be deducted from your score.

The course BlackBoard shell contains a support button with web-based resources to help you with your writing skills in areas such as APA, grammar, second language issues, etc. Additionally, the Writing Center on the Greeley campus offers one-on-one support for students. Appointments are recommended.

If more than one assignment is rejected for writing issues, a Personal Improvement Referral may be submitted to your department chair. At their discretion a Personal Improvement Plan may be issued.

Appropriate Use of Electronic Communications

Discussion boards and email communications are an important instructional tool this course. Here are some of the most important rules for this class regarding the use of discussion boards and email:

1. Don't say anything in the discussion that you would not say in a face-to-face classroom situation. Use your professional judgment.
2. Contributions to discussion board should be for "the good of the group"; email me directly with questions or issues that only apply to you.
3. Be polite. Choose your words carefully. Do not use derogatory or sarcastic statements.
4. Contribute constructive comments and suggestions.
5. "Flaming" – expressing anger, often rudely – has no place in a classroom situation, either in the discussion area or in private email. Students receiving any sort of inappropriate email from other students should forward a copy to the instructor.
6. Don't use all capital letters. This is considered to be "shouting," and is therefore rude. Likewise, don't use all lower case letters. In other words, use professional writing, not "IM" writing.

UNC University Policies:

Disability Support Services

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

Sexual Misconduct/Title IX Statement

The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC's Title IX Coordinator. "Disclosure" may include communication in-person, via email/phone/text message, or through in/out of class assignments.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040).

If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct

Equity and Inclusion Statement

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other's individual and intersecting identities.

The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit Bias Response at <http://www.unco.edu/biasresponse/>

Academic Integrity Statement

You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar the Student Code of Conduct, especially the section on acts of dishonesty. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the office of Student Rights and Responsibilities.

If faculty would like to provide more information about Academic Integrity, please visit: http://www.unco.edu/dos/assets/pdf/Syllabus_Statements-2015-02.pdf