

Course: DMED 540: Foundations of Teaching: Becoming an Instructor of Digital Media (3 credits)

Term: Summer 2019 - 1194

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Course Goal

This course provides an effective encounter between the "what to teach" and "how to teach." The main goal is to provide the fundamentals for using curriculum to teach digital media. One intention is to help students develop a framework for understanding themselves as a teacher. A second major intention will be to provide students with an understanding of what teaching digital media entails, in terms of cultural-historical, ecological-natural, existential-spiritual, ethical-personal, socio-political, and technical-empirical dimensions. This course focuses on teaching and learning, lesson planning, and practice teaching.

Course Objectives

Upon completion of this course students will be able to:

- Demonstrate an appreciation for systematic lesson planning
- Develop artful and logical approaches to demonstrating and presenting in the classrooms, labs and workshops
- Prepare, plan, and execute curriculum (lesson plans and microteaching)
- Prepare, plan, and create digital tutorials

Course Topics

- Teaching and Learning Styles
- Types of instruction and Assessment
- Lesson planning/ Microteaching
- Digital Tutorials

Format of the course:

The course will run for 9 weeks with scheduled one 4-hour weekly class session consisting of lectures, in-class activities, outside observations, and student presentations. It is expected that students will work on their assignments outside of class time.

Required Readings:

Selected readings on teaching methods, curriculum, and learning will be posted into Canvas

Course Assignments:

| Assignment | Due Date | Weight |
|---------------------|-----------------|----------|
| Class Participation | Throughout term | 10% |
| Digital Tutorial | Week 5 | 25% |
| Observe Teaching | Week 6 | 15% |
| Micro-teaching x2 | Week 3 & 8 | 20%, 30% |



Assignments in Detail

1. Class Participation (10%)

Participation is interdependent with preparation for each class, which involves reading, writing and speaking, and participating in activities and completing assignments on their due dates. Student contributes with insightful and constructive comments to weekly class discussions and activities, and listens attentively when others present materials and perspectives.

2. Digital Tutorial (25%)

Create a tutorial (or small series of lessons) to instruct students on digital media element or process (e.g., design, programming, agile, scrum, etc.) using Camtasia or other screen capture software. The topic must follow the following qualities:

- a) Appropriate, appealing, and relevant to students
- b) Addresses a challenging procedure or process. Use screen capture software in conjunction with presentation or publishing software such as Publisher or InDesign OR web technologies (Wix, Wordpress, YouTube, etc.) to create a professional quality tutorial/unit plan.

The tutorial should include the following elements:

- a) Title/Introduction: Introduce your tutorial and its learning outcomes.
- b) Procedural Challenge: What challenge does procedure describe and resolve?
- c) Image, Text & Sound: Write effective text and insert appropriate images or reference sound files to provide a fully descriptive procedure.
- d) Focus Points: Provide steps that allow for pause.
- e) Next steps: Include next logical steps for the students to pursue after completing the procedure described in the tutorial.
- f) Professional Format: Uses a variety of digital technologies (interactivity, audio, visual) for tutorial design, which are presented through a polished and professional format.

3. Microteaching x 2 (60%)

These assignments will help you develop artful and logical approaches to demonstrating and presenting in the classrooms, labs, and workshops. This will also provide a tangible way of understanding the importance of small scale planning in curriculum. You are required to hand in a lesson plan that includes: Title, Objectives (Goals), Instructional Materials, Procedure (intro/hook, detailed step by step development, closure), adaptations, and extensions. Lesson Plan Length: 1 Page due at the time of the microteaching presentation.

Microteaching involves completing a micro-lesson plan, teaching the lesson or giving a demonstration (or part) to the class, sharing expertise with colleagues (hands-on), presenting information using appropriate pedagogical approaches and technologies, reflecting on the lesson, and providing feedback to peers. Your presentation skills include: eye contact with the audience, speaking voice is clear and confident, body language is used to enhance the presentation, presentation is paced within the allotted time, information is presented in a logical manner, and can answer questions in detail.

- **Microteaching 1 Week 3 - 20% (8-10 minutes)** – simple hands on demonstration (i.e., origami, a paper airplane, calligraphy, drawing a picture, making a knot, etc.) OR explaining a part of team projects (i.e., collaboration, brainstorming, storyboarding, prototyping, pitching a product, user tests, etc.) NO TECH ALLOWED!

- **Microteaching 2 Week 8- 30% (12-15 minutes)** – a digital media lesson

4. Teacher Observation (15%)

Observations and reflective practice are essential parts to teaching. This assignment will provide an authentic opportunity to observe another teacher in action. For this assignment you will observe a teacher (i.e. Visual Story, UX, or another you can arrange in discussion with your instructor) teaching a lesson and write a reflective paper (500-800 words). Write what happened in the lesson (what the teacher did, what the students did) and discuss how this connects to content learned in this course and reflect what you learned.

Course Schedule

The following schedule outlines the majority of the topics covered during the course. Based on the interaction with students as well as the topics covered by parallel courses, some topics may be added or modified during the semester at the discretion of the instructor.

| | |
|--------------------|---|
| Topic | Week 1 Introduction; Knowledge vs. Data vs. Information Teaching/Learning Styles |
| | Course administration; experiences of instructing |
| Topic | Week 2 Instructional Methods |
| | Instructional methods/models/ How to teach digital media? |
| Topic | Week 3 Instructional Methods |
| | Instructional methods/models/ How to teach digital media? |
| Assignments | MICROTEACHING DUE (Lesson plan must be uploaded before class) |
| Topic | Week 4 Digital Tutorial |
| | How to videos? What are they? What are good examples/bad examples? |
| Topic | Week 5 Digital Tutorial Demonstration |
| Assignments | DIGITAL TUTORIAL DUE |
| Topic | Week 6 Observations (Observe a teacher teaching – Independent study) |
| | Observe practicing educators |
| Topic | Week 7 Instructional Methods |
| | Reflection and Microteaching 2 Planning |
| Assignments | Observation due (before class) |
| Topic | Week 8 Microteaching 2 |
| Assignments | MICROTEACHING DUE (Lesson plan must be uploaded before class) |
| Topic | Week 9 Reflection and Philosophy of Teaching |
| | Final discussion/Job searches / End of term survey |

Due dates: Assignments granted an extension beyond the due date will have no extended comments; assignments handed in late without prior permission will be returned with a grade only, no comments,



and 2% per day late, including weekends (i.e., 4% for Saturday and Sunday), deducted from the grade assigned to your paper. Assignments submitted after the assignment has been returned to the rest of the class will not normally be accepted.

Attendance:

Regular attendance is expected of students in all their classes (including lecture, laboratories, tutorials, seminars, etc.). Students who are unavoidably absent due to illness or disability should notify to their instructors of their situation.

Written & Spoken English Requirement:

Written and spoken work may receive a lower mark if it is, in the opinion of the instructor, deficient in English.

Religious Accommodation:

The university accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably the first week of class, if you will require any accommodations on these grounds.

Academic Integrity

MDM considers plagiarism to be the most serious academic offense that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or idea's in one's own work. It is the student's responsibility to ensure you fully understand what plagiarism is. Please see the SFU website for an explanation of the various types of plagiarism and to take the plagiarism tutorial:

<http://www.lib.sfu.ca/help/writing/plagiarism>

Grading Profile

| | |
|----|--------|
| A+ | 95-100 |
| A | 90-94 |
| A- | 85-89 |
| B+ | 80-84 |
| B | 75-79 |
| B- | 70-74 |
| C+ | 65-69 |
| C | 60-64 |
| F | 0 - 59 |

Policies

The student and academic policies of the Masters of Digital Media Program and of Simon Fraser University apply within this course.

Relevant SFU policies can be found at:

- Graduate General Regulations
http://students.sfu.ca/calendar/for_students/grad_regulation.html



- Academic Honesty and Student Conduct Policies
<http://www.sfu.ca/policies/Students/index.html>
- Teaching and Instruction Policies
<http://www.sfu.ca/policies/teaching/index.htm>
- University Policies (complete site)
<http://www.sfu.ca/policies>

