

Link to Summative Assessment & Guidelines (including rubric): Link
Link to Model text: <i>This was generated by me- Link</i>

Name of Curriculum Designer: Deja Murray	Grade level(s) Adult Learners
Topic or Theme of Unit/Series Critical Digital Pedagogy, Applying ISTE Standards to Online education Design	Content Area(s) • Digital Pedagogy • Curriculum Design • Instructional Technology
TITLE OF THE UNIT/SERIES Beyond the Template: Designing Online Learning Experiences	

ESSENTIAL QUESTION(S)

1. Do our digital tools serve the learner or the platform and how do the ISTE Standards for Educators provide a framework for resisting the "pedagogical compromise" created by standardized digital platforms?
2. How can we apply the ISTE Standards to intentionally design online learning that prioritizes student agency, authentic critical thinking, and identity development over platform compliance and convenience?
3. In what ways is aligning with the ISTE Standards an act of ethical and pedagogical necessity in the pursuit of more equitable learning environments?
4. What does it mean to be a "critical designer" of digital curriculum, and how does this role utilize the ISTE Standards to reshape the online learning environment?

ENDURING UNDERSTANDING(S) (1-3)

1. Digital learning platforms are not neutral. Their architectural design inherently values efficiency, standardization, and datafication, often at the expense of critical pedagogy and student agency.
2. The ISTE Standards for Educators, particularly the roles of **Designer**, **Facilitator**, and **Analyst**, provide an actionable framework for auditing, resisting, and redesigning digital learning experiences to center learning principles and foster more inclusive and engaging digital spaces.
3. Becoming a "critical designer" of digital curriculum is a fundamental practice for modern educators, requiring them to consciously advocate for tools and pedagogies that serve learners, especially historically marginalized learners, over platforms and profit.

OVERVIEW OF THE UNIT/SERIES

This course empowers educators to move "beyond the template" by critically examining the hidden curriculum embedded in digital learning platforms. We will investigate how default settings, standardized workflows, and algorithmic structures often prioritize compliance over critical thinking and efficiency over equity. Through the dual lenses of the ISTE Standards and critical digital pedagogy, participants will learn to audit and design digital learning experiences. The experience culminates in an applied final project, challenging educators to create a portfolio of critical learning artifacts. Participants choose to either design a new course or workshop or comprehensively redesign one, transforming or reinforcing their practice from that of passive user to active, ethical designers of the digital learning environment.

TEACHER'S PRIOR KNOWLEDGE AND PRE-REFLECTION

- Fluency in the core concepts of critical digital pedagogy and platform studies in education
- Proficiency in navigating and leveraging the constraints of common Learning Management Systems and EdTech tools.
- Understanding of the ISTE Standards for Educators
- Familiarity with frameworks for equitable and culturally responsive teaching
- What biases might I have going into this topic?
- What ways can I generate opportunities to show understanding that provide student choice?
- What concepts may I need to explain that I may take for granted, but that students may not have encountered
- Science of Learning and cognitive development applications to curriculum
- Am I prepared to model the vulnerability of being a 'critical designer' myself?
Can I share examples of my own failures and successes in trying to move 'beyond the template'?"

STUDENTS'/COLLEAGUES' PRIOR KNOWLEDGE AND PRE-REFLECTION

- Functional ability to navigate learning institution's primary LMS or digital learning platform (e.g., able to post assignments, create discussions, grade work).
- Personal experience with the challenges and successes of teaching and/or learning online or in blended environments.
- What biases might I have going into this topic?
- If using a digital platform before, have you ever needed to make a lesson fit or have you had a lesson that seemed out of place in the way it was presented online?
- Have you ever felt learning in the classroom or online felt different? In what ways?
- How many apps do you use daily? How many are from the same company (i.e. Google, Microsoft)
- Do I have a preferred learning environment? Why?
- How much choice do you have over the digital learning environments you engage with?

Title of Content Standard Set: ISTE Standards for Educators

Content Standard(s) for this curricular plan: *Choose at least one and list below*

1.6.b Designer. "Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning."

Title of Literacy Standard Set: ACRL Framework for Information Literacy in Higher Education

Literacy Standard(s) for this curricular plan:

Authority Is Constructed and Contextual

Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.

Title of Social Justice Standard Set: *Learning for Justice Social Justice Standards*

Social Justice Standard(s) for this curricular plan:

Anchor Standard: JU.12 (Justice | Action)

Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discriminatory housing practices).

Curricular Plan's Overall Learning Pursuits/Learning Objectives

- 1. Identity:** Learners will analyze how the technical design of a digital tool can suppress student identity and learn ways through design concepts to overcome these structures for authentic learning activities.
- 2. Skills:** Learners will examine the ISTE Standards for Students and Educators as a design framework. They will apply this knowledge to evaluate EdTech tools, repurposing core functions to meet specific, standard-aligned skill goals and will design a unit or workshop that requires students to construct knowledge.
- 3. Intellect:** Learners will research the historical and economic drivers behind standardized learning platforms to evaluate their impact on pedagogical choice, student agency, and various learning institutions.
- 4. Criticality:** Learners will deconstruct the hidden curriculum, algorithmic biases, and data privacy policies of digital tools. Learners will then critique equity

implications and propose a more ethical alternative or usage policy, fostering digital literacy.

5. **Joy:** Learners will produce an artifact for a "disruptive" digital learning experience that prioritizes beauty, play, collaboration, or wonder, consciously designing for joy.

¹ Legacy Unit/Series Plan, Part A & B (adapted from Muhammad, 2023).