MTI 542 CI: 21st Century Digital Fluencies for Literacy

DISTANCE COURSE FOR COLORADO STATE UNIVERSITY-PUEBLO CURRICULUM AND INSTRUCTION MASTER'S DEGREE

MTI Contact Information:	
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Course Information	
Course Format (distance learning, online, webinar, experiential onsite courses):	**Distance Course** Once you have registered for this course, your textbook will be sent to the address you used at checkout. The cost for the textbook has been included in your course price, there are no additional fees that apply. The textbook is yours to keep for further reflection at the conclusion of the course. Approximately 112.5 hours of instructional time is devoted to this course. Please see rubrics below for assessment and grading criteria. MTI Instructor will evaluate, grade, and process your final work within 7-10 business days of receiving it. Grades will be posted within 14 days and a grade report via email will be sent to the student. ALL questions, customer service, grades and transcript questions are to be directed to MTI, **NOT COLORADO STATE- PUEBLO** FOR THIS COURSE. All distance courses allow you to work at your own pace as your schedule permits. All coursework is due within one year of the registration date. If you need more time due to unforeseen circumstances, please contact MTI at the address provided above to request an extension.
Formatting Requirements	All assignments should be included in the same document. Please do not submit separate documents for each portion of the course. The first page of your submission should include the following information: ● Name

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	● Home address ● Email address ● School district name, address ● Date of submission All following assignments must be submitted in the same order as they appear on the syllabus. Please name your document with your course number and full name (ex. 500JohnSmith). You may submit a Microsoft Word document or a Google document (if using Google, please make sure to allow the grader to comment on the assignments). Any missing assignment will be treated as a zero. Once you have completed all of your assignments, please submit them to grades@midwestteachersinstitute.org to be graded by your instructor.
Prerequisites and Credit Limits	All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. This course counts towards a master's degree in curriculum and instruction from Colorado State University-Pueblo. You must be accepted in the program by CSUP for this course to count towards your degree.
Required Books and Materials	● Crocket, Lee. Jukes, Ian. Churches, Andrew. *Literacy is NOT Enough: 21st Century Fluencies for the Digital Age.* 21st Century Project Inc. ISBN 978-1-4129-8780-6. ● Digital Fluency: Preparing Students to Create Big, Bold Problems ● How to Help Your Students Build Digital Fluency ● Digital Literacy: A Prerequisite for Effective Learning in a Blended Learning Environment? ● Digital literacy and informal learning environments: an introduction

Learning Outcomes/Competencies:
At the completion of this course, the learner will be able to:

1. Articulate the effect of technological changes on the minds of our students (physically and chemically); thus, altering their learning styles and preferences. InTASC 1,2,3,5,6
2. Develop a framework for integrating digital fluencies into traditional curriculum. InTASC 4,5,6,7,8
3. Analyze pedagogical approaches for teaching students in the 21st century, when technological development is putting pressure on our paradigm for teaching and learning. InTASC 1,3,5
4. Identify the 21st century learning environment and detail the process for developing unit plans that address the traditional curriculum while cultivating these five essential fluencies: Solution Fluency, Information Fluency, Creativity Fluency, and Global Digital Fluency . InTASC 1,3,9,10

Course Description: The 21st Century Digital Fluencies for Literacy will provide teachers and administrators the strategies, knowledge and skills that students must master to succeed in a

culture of technology-driven automation, abundance, and access to global labor markets. To achieve this, the course and content will draw upon the course textbook, "Literacy is NOT Enough: 21st Century Fluencies for the Digital Age," by Lee Crockett, Ian Jukes, and Andrew Churches. If students are to thrive in their academic and 21st century careers, then independent and creative thinking hold the highest currency. The authors explain in detail how to add these new components of literacy:

- Solution Fluency
- Information Fluency
- Media Fluency
- Creativity Fluency
- Collaboration Fluency

The authors present an effective framework for upgrading literacy instruction for digital learners by integrating comprehensive literacy or fluency into the traditional curriculum.

Learning Strategies: Professional literature analysis, personal reflection, project-based learning.

Experiential Learning Opportunities: Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.

Assessments		Approximate contact hours for each assessment
Required reading from textbook.		18 hours
Additional course websites provided and reflection time.		1 hours
Text questions	90 points	12 hours
Studying (time to reread and take notes)		8.5 hours
Applications (2 @ 45 points each)	90 points	12 hours
Journaling of field experience in the classroom implementing concepts from the course with students and fellow teachers.	60 points	28 hours
Action research project	100 points	12 hours
Research on differentiation strategies and theory		9 hours
Final evaluation essay	100 points	12 hours
Total points possible	**440 points**	**112.5 hours**

Grading Scale: A (90-100%); B (80-89%)
Anything below a B will not receive graduate credit and receive a failing grade of F.
If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your

re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.

Text Question Rubric- 10 questions @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal (1 pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Application Rubric- 2 applications @ 45 points each

Category	Superior (15-14 pts)	Sufficient (13-12 pts)	Minimal (11-10 pts)	Below Standard (9 to 0)
Supporting Evidence in Practice ___/15	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ___/15	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ___/15	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.

Journal Rubric- 10 journal entries @ 6 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal (1 pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Grammar and Spelling	Response includes 0-1 mistakes in grammar or	Response includes a few grammar and spelling	Response includes several grammar and spelling

	spelling.	mistakes.	mistakes.
___/3			

Action Research Rubric- 100 points

Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14 pts)	Below Standard (13 to 0)
Review of Literature ___/20	Outstanding inclusion of major theories and/or research studies.	Inclusion of major theories and/or research studies.	Limited inclusion of major theories and/or research studies.	No inclusion of major theories and/or research studies.
Appropriate and Accurate Results/ Findings are Described ___/20	Results/Findings appropriately and accurately described in extensive detail in relation to the research questions.	Results/Findings appropriately and accurately described in relation to the research questions.	Results/Findings either not appropriately or not accurately described.	Results/Findings not described.
Grammar and Spelling ___/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Methods and Procedures ___/20	Complete and thorough description of data analysis methods.	Complete description of data analysis methods.	Incomplete and/or unclear description of data analysis methods.	No description of data analysis methods.
Conclusions ___/20	Insightful conclusions supported by the data and clearly linked to review of literature.	Accurate conclusions supported by the data and clearly linked to review of literature.	Limited or unsupported conclusions.	No conclusions.

Evaluation Rubric- 100 points

Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14 pts)	Below Standard (13 to 0)
Supporting Evidence in Practice ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.

Grammar and Spelling ___/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Sequencing ___/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
Reflection ___/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

Course Assignments

Text Questions: Read and Reflect- (90 points)
Each text question is designed to get you thinking about the concepts provided by the author. As you read the text, use the questions to help you reflect and how the information can be related to your current work. Each response is expected to be one paragraph or more.

1. What must our children do to measurably demonstrate their preparation and readiness to leave school and go into the world to work, live, and play?
2. What is the primary difference between literacy and fluency, and why is it important to consider in regards to our children's educational structuring?
3. What additional skills can you think of, above and beyond those mentioned in this chapter, students will need to succeed in the 21st century?
4. What challenge or problem could you apply the 6 Ds to in your life right now?
5. Why is it increasingly important for today's students to be able to differentiate fact from opinion and examine data for underlying meaning and bias?
6. How is the current educational process prohibiting creativity? How does standardized testing prohibit it?
7. How would you define literacy in the 21st century? How would you define modern-day collaboration?
8. What are some other ways global virtual communication can be used as a classroom tool for learning?
9. How do the roles and responsibilities of being a global digital citizen affect our decisions locally, nationally, and internationally?
10. Why is the way we are teaching today not working, and what are the main reasons it must begin to change?

Application #1- (45 points)

Based on course content and chapter readings, design a lesson that incorporates at least three of the five 21st-Century digital fluencies. Include the following components (described thoroughly starting on pg. 107): lesson information, the big picture, overview, the essential question, curricular objectives, the scenario, and lastly the 6 D's of the learning process.

Application #2- (45 points)

With the knowledge you have acquired about global digital citizenship, explain how you would integrate altruistic service and environmental stewardship into your lessons to help your students become global digital citizens. The paper should be 2-3 pages long, double spaced following APA format.

Journal entries

Journals are designed to demonstrate that students are reflecting on and implementing concepts and strategies in their own education settings. Journal entries are to be roughly 2-3 paragraphs each. Students are expected to complete 10 entries over the course of the class. You may use the same type of journal entry more than once. Make sure to include some examples of what you have actually done to support your thoughts whenever appropriate. Some examples of acceptable journal topics include:

- How has what you learned about a strategy/topic changed the way you think?
- What were the results of trying something new that you learned in class, and how could you improve it next time?
- Reflections on conversations you had with students, colleagues or administrators about what you have learned.
- Research you've discovered on a topic and how it complements or contradicts what the author says.
- These are a few examples, but any journal entry along these lines is acceptable. Remember that you can use the same journal topic more than once to examine different concepts or strategies, or even to examine different impacts on multiple types of classes.

Action Research- (100 points)

Research **two** articles on digital fluency and its effects on school children. Compare the thoughts of Lee Crockett, Ian Jukes, Andrew Churches (from your textbook) and those of your researched articles. Then, compare them to your own school district. In what ways are they similar? In what ways do they differ? You may complete your assignment in a 3 to 5 page research paper following APA format. Please include your article when submitting your work.

- Article must be recent, having been published within the last 5 to 7 years
- Cited, you must provide the web address or other identification for the research you conducted. Include the date that it was published/retrieved, as well as the author(s).

Evaluation Essay

Summarizing what you have learned, write a persuasive paper for your colleagues and district to use the principles/strategies from this course. ***How would you persuade your district to***

consider making changes to the traditional curriculum based on what you learned? Write 3-5 pages APA format.

End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our **survey**. We appreciate your help and your commitment to the profession.

CSU-Pueblo's Policies

Accommodations: Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

Academic Dishonesty: Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonest, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the CSU-Pueblo Student Code of Conduct Policies and Procedures Manual. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Dean of Student Services and Enrollment Management who may initiate additional disciplinary action. A student may appeal a grade through the Academic Appeals Board. The Dean of Student Services and Enrollment Management's decision may be appealed through the process outlined in the Student Code of Conduct Policies and Procedures Manual.

Mandatory Reporting: Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence,

Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website (www.csupueblo.edu/institutional-equity).

The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's

decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

STUDENT LEARNING OUTCOMES (SLOs):
This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:
             1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2

5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1