

EDTECH 535-4201: Digital Engagement for Learning

Instructor



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General Information

Semester: Spring 2017, January 9 – April 28

Credits: 3 Credit Online Course

Course Meeting Times: 16 Weeks / 3 hours per week

Course Description

As information technology evolves, education is experiencing innovation through new technologies incorporated into the classroom. Digital engagement has existed throughout history acting in the form of parables for social change and, acting as a motivator and facilitator to learning. In the digital age, education can be created from comic strips, TV programs, and digital games to attract and maintain an audience, whilst incorporating deliberate educational content and messages.

This course provides an overview of the new generation's traits, locating and searching for instructional elements in comic strips, TV programs, and digital games. New emerging forms of digital engagement such as smartphones will also be introduced. Students will have an opportunity to play with many types of digital engagement in order to discuss how they can be used in the classroom. Finally, students will make observations on how learning and fun can co-exist.

Course Objectives

In this course, you will:

- Recognize the characteristics of digital engagement for learning (edutainment);
- Familiarize yourself with digital engagement in various formats and analyze their instructional elements;
- Identify the most effective type of digital engagement for a given learning topic;
- Create a podcast discussing how digital engagement theories can be incorporated into classroom teaching;
- Reading comic strips and create a comic strip of your own;
- Create an instructional video clip;
- Play and discuss digital games in education and design an instructional game using Scratch program by MIT;
- Design a gamified learning environment for your students.

Required Course Texts

Kapp, K. M. (2012). *The gamification of learning and instruction: Game-based methods and strategies for training and education*. San Francisco, CA: Pfeiffer.

Whitton, N. (2014). *Digital Games and Learning: Research and Theory*. New York, NY: Routledge.

Schedule and Assignments

Course Schedule

The syllabus and schedule maybe adapted depending on the needs of the class.

Topics	Start Date	Activities
<p>Week 1 Introduction and course overview</p> <ul style="list-style-type: none"> • Read syllabus carefully to get an overview of this course. • Understand learning outcomes of the course. • Define digital engagement. • Discuss learning in view of digital engagement. • Summarize PART I of Whitton (2014) 	01/09	<ul style="list-style-type: none"> • Review Moodle course and update profile • Read articles and chapters • Visit listed websites • Post your definition of digital engagement • Respond to classmates' posts
<p>Week 2 Learning in digital age</p> <ul style="list-style-type: none"> • Understand learning in digital age. • Read and get an overview of the features of digital era. • Understand the learner's characteristics and their needs in digital age. • Understand future students' learning style and learning activities, notice changes in their learning style and activities. • Understand the features of digital media and the changes of learners in digital age. • Discuss about the new generation's traits and digital engagement strategies towards these changes. 	01/16	<ul style="list-style-type: none"> • Read articles • Visit listed websites • Post to discussion board • Respond to classmates' posts
<p>Week 3 Learning and play</p> <ul style="list-style-type: none"> • Understand the concept of play in education and characteristics of play contributed to learning • Discover the effectiveness of play and the necessity of education embedded in play. • Discuss what you have learned through playing with given activities. • Summarize PART II of Whitton (2014) 	01/23	<ul style="list-style-type: none"> • Read required articles • Visit listed websites • Participate in Discussion Forum • Respond to classmates' posts • Read a chapter of Whitton (2014)
<p>Week 4 Understanding digital engagement for learning: definition and characteristics</p> <ul style="list-style-type: none"> • Define digital engagement (edutainment). • Search for the origin, history and changes of digital engagement. • Find and read cases of digital engagement for learning. • Discus educational potential of digital engagement. • Identify types of digital engagement for learning. 	01/30	<ul style="list-style-type: none"> • Read required articles • Visit listed websites • Participate in discussion forum • Choose one example from various kinds of digital engagement, and explain how they teach • Respond to classmates' posts
<p>Week 5 Understanding digital engagement for learning: contents and interaction</p> <ul style="list-style-type: none"> • Understand interactions in digital engagement. • Read and explain how interaction works in digital engagement. • Identify educational content integrated in digital engagement. 	02/06	<ul style="list-style-type: none"> • Read articles and chapters • Visit listed websites • Participate in discussion • Respond to classmates' posts

<ul style="list-style-type: none"> • Discuss types and forms of digital engagement content that achieve learning objectives. • Summarize PART III of Whitton (2014) 		
<p>Week 6 Theories of Gamification</p> <ul style="list-style-type: none"> • Read and discuss theoretical and practical research in Gamification. • Identify learning theories embedded in Gamification. • Discuss capabilities and implications of theories in Gamification. 	02/13	<ul style="list-style-type: none"> • Read articles • Visit listed websites • Participate in discussion forum • Respond to classmates' posts
<p>Week 7 Digital engagement in the classroom</p> <ul style="list-style-type: none"> • Search a case of using digital engagement in the classroom. • Summarize and discuss the case. • Project (1) 	02/20	<ul style="list-style-type: none"> • Read articles • Search a case of using digital engagement in the classroom • create a podcast discussing how digital engagement theories can be incorporated into classroom teaching
<p>Week 8 Instructional elements in comic strips</p> <ul style="list-style-type: none"> • Read and locate instructional elements in comic strips. • Indicate traits of comic strips as a digital engagement. • Discuss about the necessity, kinds, role of teachers-students and implications of comic strips. • Discuss about pedagogical skills in comic strips • Create a comic strip of your own • Summarize PART I of Whitton (2014) 	02/27	<ul style="list-style-type: none"> • Read comic strips • Read articles • Participate in discussion • Create a comic strip of your own
<p>Week 9 Research in comic strips</p> <ul style="list-style-type: none"> • Read case studies of instructional comic strips. • Read the selected comic strips and summarize a chapter of textbook (Whitton, 2014) • Reflect on games and comic strips as playgrounds 	03/06	<ul style="list-style-type: none"> • Read the selected comic strips • Summarize a chapter • Post reflections
<p>Week 10 Instructional elements in TV program & video clips</p> <ul style="list-style-type: none"> • Read and locate instructional elements in TV program & video clips. • Indicate traits of TV program and video clips as a digital engagement for learning. • Discuss about the necessity, kinds, role of teachers-students and implications of TV program and video clips. • Discuss about pedagogical skills in TV program and video clips. 	03/13	<ul style="list-style-type: none"> • Read articles • Create a 4-6 minute's video clip • Participate in discussion • Respond to classmates' posts
<p>Week 11</p> <p>No class ---- Spring break</p>	03/20	<ul style="list-style-type: none"> • No class
<p>Week 12 Instructional elements in digital game</p> <ul style="list-style-type: none"> • Play with selected games. • Understand instructional elements in digital game. 	03/27	<ul style="list-style-type: none"> • Play selected games • Read articles • Participate in discussion • Respond to classmates' posts

<ul style="list-style-type: none"> • Indicate traits of digital game as a digital engagement for learning. • Discuss about the necessity, kinds, role of teachers-students and implications of digital game. • Discuss about pedagogical skills in digital game. 		<ul style="list-style-type: none"> • Summarize a chapter
<p>Week 13 Scratch Animation (1) or Play with a game</p> <ul style="list-style-type: none"> • Gain an overview of the Scratch environment. • Understand how Scratch can be used in classroom environment. • Recognize, understand, and apply statements, expressions, conditions, and loops in Scratch. • Design a simple animation with Scratch. 	04/03	<ul style="list-style-type: none"> • Visit Scratch website • Download Scratch and install • Explore and Read provided recourses • Upload your simple animation designed in Scratch • Share products with classmates
<p>Week 14 Scratch Game Design (2) or Creating Lesson Plan</p> <ul style="list-style-type: none"> • Recognize, understand, and apply variables, events, and threads in Scratch. • Utilize Scratch Sensor board to create simple media assets. • Design a Scratch game. 	04/10	<ul style="list-style-type: none"> • Explore and read provided recourses to learn more about Scratch environment • Upload your Scratch game • Post to discussion forum
<p>Week 15 Cases of gamification</p> <ul style="list-style-type: none"> • Read the chapters and research papers on case studies of gamification. • Play with digital games mentioned in the chapters or papers. • Collect ideas for your gamified project. • Create an idea of a gamification project for your teaching. 	04/17	<ul style="list-style-type: none"> • Read articles • Participate in discussion • Respond to classmates' posts
<p>Week 16 Final project</p> <ul style="list-style-type: none"> • Final Project: Designing a gamified engaging learning environment • Reflection • Course evaluation 	04/24	<ul style="list-style-type: none"> • Design a gamified engaging learning environment • Post your reflection • Finalize project and submit completed final project

Posting of Assignments: Detailed information about assignments will be posted in Moodle. The Week begins on every Monday, and assignments are typically due the following Sunday as posted. Assignment and project information will be updated regularly throughout the semester. Please check Moodle at least twice per week to read announcements and check for assignment updates. Also, check your email at twice per week for course related correspondence. Note that the default email address in Moodle is your BSU email address. Please check your personal information in Moodle to see if the email address listed there is the one you wish to be contacted with. If not, please change it right away.

Be aware that the university "recommends that you plan on 3-4 hours of course work per credit per week for Distance Ed classes. For example, a 3-credit class would require 9-12 hours of your time per week ([BSU Distance Education](#))."

Assignment Submission: All assignments must be submitted by Sunday on the assigned due dates in your assignment. Assignments will be submitted in various formats whether it is via

Discussion Board, Email, or posting to our student websites, etc. The methods will be outlined in each weekly assignment.

Here is a list of the assignments and projects for this semester:

Week	Assignments	Assignment type	Points	Due by
Week 1	Introduce Yourself	Online text in the Forum	10	01/13
	Post your definition of 'digital engagement'.	Online text in the Forum	10	01/15
	Summarize the PART I Introduction of Digital Games and Learning	Online text in the Forum	20	01/15
Week 2	Summarize digital era and describe how it affects teaching and learning.	Upload a single file	30	01/22
	New generation's traits and digital engagement strategies in digital era	Online text in the Forum	30	01/22
Week 3	What was the most impressive paper to read? Explain why.	Online text in the Forum	20	01/29
	Summarize the PART II Games as Active Learning Environment of Digital Games and Learning	Online text in the Forum	30	01/29
	How and why is learning while playing significant?	Forum	30	01/29
Week 4	Describe characteristics of digital engagement.	Upload a single file	30	02/05
	Choose one example from various kinds of digital engagement, and explain how it teaches	Online text	30	02/05
Week 5	Think about the interaction in digital engagement	Forum	20	02/12
	Summarize the PART III Games as Motivational Tools of Digital Games and Learning	Online text	30	02/12
Week 6	Describe your understanding of gamification theories (Upload a single file)	Upload a single file	30	02/19
	Describe how you can apply the gamification theories into your teaching	Forum	20	02/19
Week 7	Project (1)	Upload a single file	100	02/26
Week 8	Explain comic strip's teaching/learning strategies.	Online text	30	03/05
	Draw a comic strip of your own.	Upload a single file	40	03/05
Week 9	Summarize the PART IV Games as Playgrounds of Digital Games and Learning	Online text	30	03/12
Week 10	Describe selected instructional TV Program or video clips.	Forum	40	03/19
	Create a 4-6 minute's video clip and upload it to YouTube.	Upload a single file	50	03/26

Week 11	No Class - Spring Break			
Week 12	Play the game you selected and communicate with your classmates.	Forum	20	04/02
	Summarize the PART V Games as Learning Technologies of Digital Games and Learning		30	04/02
	Summarize one game from the four given at the beginning of this week.	Upload a single file	30	04/02
Week 13	Scratch Animation	Forum	40	04/09
Week 14	Designing a game with Scratch	Upload a single file	60	04/16
Week 15	Learn from case studies	Upload a single file	20	04/23
	Summarize the PART VI Conclusion of Digital Games and Learning		20	04/23
	Create an idea for a gamification project	Forum	30	04/23
Week 16	Project (2)	Upload a single file	100	04/30
	Reflection	Upload a single file	10	04/30
	Course evaluation	Online text	10	04/30
	Total Points		1000	

Accommodations: To request academic accommodations for a disability, contact the Office of Disability Services, Admin 114, (208) 426-1583. Students are required to provide documentation of their disability and meet with a Disability Specialist prior to receiving accommodations. Information about a disability or health condition will be regarded as confidential.

Faculty Initiated Drop: Please be advised that if you do not attend class at least once during the first week, you will be dropped from class.

Grades

Each assignment will be graded based on identified criteria. You can check your progress in Moodle by clicking the "Grades" link on the left-hand navigation bar. Progress is updated as assignments are evaluated throughout the semester. Your final grade will be based on the following scale:

Total: 700 points	
A ⁺	97% ~ 100% (970 ~ 1000)
A	93% ~ 96% (930 ~ 969)
A ⁻	90% ~ 92% (900 ~ 929)
B ⁺	87% ~ 89% (870 ~ 899)
B	83% ~ 86% (830 ~ 869)
B ⁻	80% ~ 82% (800 ~ 829)
C ⁺	77% ~ 79% (770 ~ 799)
C	73% ~ 76% (730 ~ 769)
C ⁻	70% ~ 72% (700 ~ 729)
D ⁺	67% ~ 69% (670 ~ 699)
D	63% ~ 66% (630 ~ 669)
D ⁻	60% ~ 62% (600 ~ 629)
E	599 and below

Course Policies

Communication - I will respond to emails and/or phone calls usually within 24 hours on weekdays, but this may be longer on a weekend or with advance notice to students.

Posting of Assignments- Major assignments will be posted at least one week in advance of the assignment due date.

Feedback/grades- Students must be informed of their progress toward the final course grade at regular intervals. Assignments will be reviewed and evaluated by the instructor within one week after the posted assignment due date.

Late assignments- All assignments should be submitted at the designated time, unless pre-arranged with the instructor. The instructor is not responsible for any text or software that is not obtained in enough time to complete the assignments.

Due Dates: Please note that all assignment due dates on Sundays. Assignments must be submitted by midnight Mountain time on scheduled due dates. For time zone information please visit the World Clock Web site: <http://www.timeanddate.com/worldclock/>

Point Deduction for Late Work: Ten points are deducted for each day an assignment is late. For example, an assignment that is two days late will lose 20 points as a late penalty.

Technical Difficulties- on occasion, you may experience problems with accessing Moodle or class materials located within Moodle, with your Internet service, and/or other computer related problems. Do make the instructor aware if a technical problem prevents you from completing coursework.

BroncoMail - <http://helpdesk.boisestate.edu/email/broncomail/>

Moodle Assistance - <http://edtech.mrooms.org>

Academic Honesty -All students are required to abide by Boise State University's Student Code of Conduct on academic dishonesty. Assignments completed must be your original work and cannot be used in other courses in the EdTech program.

Reasonable Accommodations - Any student who feels s/he may need accommodations based on the impact of a disability should contact the instructor privately to discuss specific needs. It is advisable to contact the Disability Resource Center at 208-426-1583 located in the Administration Building, room 114 to meet with a specialist and coordinate reasonable accommodations for any documented disability.

Boise State's FERPA policy - The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records.

<http://registrar.boisestate.edu/catalogs/ugrdcurrent/frontpages/chapter2/confidentiality.shtml>

Conceptual Framework

College of Education - The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Department of Educational Technology Mission

The Department of Educational Technology supports the study and practice of facilitating and improving learning of a diverse population by creating, using, managing, and evaluating appropriate technological processes and resources. Believing technology is a tool that enhances and expands the educational environment, we promote the use of current and emergent technologies for teaching and learning in a dynamic global society. Educational technologists are leaders and innovators, serving in institutions of higher education, public or private school settings, federal, state, or local educational agencies, and educational organizations in the private sector.

AECT Standards (2012)

Course alignment with Standards:

1: Content Knowledge	H/M/L	Assignments & Activities aligned to Standards
Creating	3	Week 6 description of gamification theories
Using	1	Week 7 comic strip/Week 10 video clips/
Assessing/Evaluating	1	Week 4 assignment/Reply to peers
Managing	1	Week 3 Review of papers
Ethics	1	Week 2/Week 3/Week 8 assignments
2: Content Pedagogy		
Creating	1	Week 13-14 Scratch/Week 12 Reviews
Using	2	Week 9 Giving feedback/Week 8 Comic strip
Assessing/Evaluating	1	Week 9 Giving feedback/Week 10 assignments
Managing	1	Week 3 assignments
Ethics		
3: Learning Environments		
Creating	3	Week 8 Comic strip/Week 13 Scratch/Week 15-16 final project
Using	1	Week 12 Gaming
Assessing/Evaluating		
Managing	2	Week 8/9/12 assignments
Ethics	1	Week 15 Design of gamification
Diversity of Learners		
4: Professional Knowledge & Skills		
Collaborative Practice	1	Week 10 Video creation
Leadership		
Reflection on Practice	1	Week 10,12 Review/feedback
Assessing/Evaluating		
Ethics		
5: Research		

Theoretical Foundations		
Method		
Assessing/Evaluating		
Ethics		

The 1, 2, or 3 in the cells indicates degree of alignment of this course to the AECT standards. 1=low, 2=medium, and 3 = high.