

## Course Syllabus

**Course Title: ED/D 9759: Understanding the Digital Generation: Teaching and**

**Learning in the New Digital Landscape**

**Instructor: Jessica Kessler**

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### **Grader Bio:**

Course grader Jessica Kessler has a Master of Science degree in education from Bank Street College of Education and a Bachelor of Arts from the University of Delaware. She has been a teacher, museum docent, professional development coordinator, director of school programs, deputy executive director for education and programs at the South Street Seaport Museum, coordinator of a number of different educational programs, and freelance writer.

### **Course Description:**

Because of digital bombardment and the emergence of the new digital landscape, "digital natives" process information, interact, and communicate in fundamentally different ways than any previous generations. In this course, Ina Jukes introduces neuroscientific and psychological research that explains how the use of technology, including frequent interruptions and shifts in attention, impacts the functions of the brain. These experiences are re-wiring and re-shaping students' cognitive processes. Consequently, in order to adapt, a fundamental shift in teaching is required to prepare teachers and students for the Information Age. Educators will learn to identify and challenge unconscious and outdated assumptions about schools and learning. They will analyze and revise their beliefs about what constitutes knowledge, critical thinking, and problem solving as they adapt their instructional practices and assessment strategies to the requirements of the digitized 21<sup>st</sup> century. Educators will focus on the eight core learning attributes of their digital learners and the eight core teaching and assessment strategies that appeal to millennial learners. They will learn to develop research-based constructivist models that will enable students to think, explore, and develop their own learning—to succeed not only in high-stakes testing but also in the real world. Finally, educators will learn that informational, technological, and media fluency can and should be taught in a structured manner, embedded at every grade level, in every subject area, the responsibility of every teacher throughout the entire school experience.

### **Course Objective/Goals:**

After completing this course, educators will know:

- The effects of exponential technological change on students and educational institutions
- Revised meaning of such terms as knowledge, critical thinking, and problem solving in the 21<sup>st</sup> century
- The eight core learning attributes of digital learners
- How to modify curriculum and instruction to teach to millennial learners
- The form and functions of digital age learners' "cultural brains"
- Research-based constructivist models for instruction
- Working definitions of informational, technological, and media fluency

### **Learning Outcomes:**

After completing this course, educators will be able to apply the following in their classrooms:

- Redefine in context such terms as knowledge, critical thinking, and problem solving and apply this new understanding to teaching and learning
- Use new strategies to tap into the eight core learning attributes of digital learners
- Create lessons and activities based on a greater understanding of how students' brain development is affected by the culture of the Information Age
- Employ research-based constructivist models in the classroom
- Develop their students' informational, technological, and media fluency

### **Course Outline:**

1. Responding to the Needs of 21st Century Learners: Expert Panel Discussion
2. Living for the Future Edge, Part 1
3. Living for the Future Edge, Part 2
4. Living for the Future Edge, Part 3
5. Understanding the Digital Generation, Part 1
6. Understanding the Digital Generation, Part 2
7. Education in the Age of Disruptive Innovation
8. Teaching for Tomorrow

**All steps listed under each topic must be completed to receive credit for the course. No partial credit is given.**

### **Plagiarism Policy**

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the dishonest passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet, and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult [plagiarism.org](http://plagiarism.org).

**KDS Rubric for Letter Grade Courses: 3 Credits**

Percentage of Course Credit

- Reflection questions 25%
- Quizzes 15%
- Midterm 25%
- Final 35%

A: 90 - 100 points

B: 80 - 89 points

C: 70 - 79 points

F: Fewer than 70 points

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>Quizzes</b>	<u>(6 points)</u>  <u>Quizzes:</u>  0-40% correct	<u>(9 points)</u>  <u>Quizzes:</u>  60% correct	<u>(12 points)</u>  <u>Quizzes:</u>  80% correct	<u>(15 points)</u>  <u>Quizzes:</u>  100% correct
<b>Reflection questions</b>	<u>(10 points)</u>  <u>Reflection questions:</u>  -Participant includes no content from the course in his or her responses -Participant does not address the questions posed	<u>(15 points)</u>  <u>Reflection questions:</u>  -Participant includes some content from the course, usually appropriate, in his or her responses -Participant answers the questions directly, not always fully	<u>(20 points)</u>  <u>Reflection questions:</u>  -Participant includes appropriate content from the course in his or her responses -Participant makes thoughtful comments in direct response to the questions	<u>(25 points)</u>  <u>Reflection questions:</u>  -Participant provides rich detail from the content of the course in his or her responses -Participant makes his or her responses to the questions personally meaningful



<b>Midterm</b>	(10 points)	(15 points)	(20 points)	(25 points)
<b>Final</b>	(20 points)	(25 points)	(30 points)	(35 points)
	<u>Requirements of Assignment:</u> -The assignment is substantially incomplete	<u>Requirements of Assignment :</u> -Many requirements met, but a few pieces are missing, while others are underdeveloped— e.g., missing reflection or rubric or scant reflection and vague rubric	<u>Requirements of Assignment:</u> -Participant has fulfilled all the requirements of the assignment	<u>Requirements of Assignment:</u> -Participant has fulfilled all the requirements of the assignment with marked creativity, intelligence, and thoughtfulness
	<u>Form:</u> - Plentiful grammatical mistakes -Confusing content -Missing documentation of sources	<u>Form:</u> -Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources	<u>Form:</u> -Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style	<u>Form:</u> -No grammatical errors -Eloquent expression -Proper citation of sources
	<u>Content:</u> -No main idea and/or main idea is irrelevant to the assignment -No apparent paragraph organization	<u>Content:</u> -The main idea is not clear in the opening paragraph -Relevance to main idea of supporting	<u>Content:</u> -Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to	<u>Content:</u> -Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to

	<p>-No supporting evidence for supporting ideas -No evidence in the lesson plan—in objectives, activities, or assessments—that the learner comprehends the course content</p>	<p>paragraphs is not always clear -Supporting ideas are only minimally illustrated by examples or quotes -The lesson plan does not show enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content</p>	<p>the main idea -Supporting ideas are evident, and usually include illustrating examples and/or quotes -The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments</p>	<p>the main idea -Supporting points are illustrated with examples and/or quotes -Lesson plan shows evidence of a deep understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned</p>
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**KDS Pass/Fail Option: 3 credits**

Passing Requirements

- Grade of “C” or higher

**Texts and/or Other Materials:**

PowerPoint presentations from resource tab and lecture transcriptions from the transcription tab:

1. Responding to the Needs of 21st Century Learners: Expert Panel Discussion
2. Living for the Future Edge, Part 1
3. Living for the Future Edge, Part 2
4. Living for the Future Edge, Part 3
5. Understanding the Digital Generation, Part 1
6. Understanding the Digital Generation, Part 2
7. Education in the Age of Disruptive Innovation
8. Teaching for Tomorrow

**Recommended Reading:**

**Bibliography:**

*(Minimum of 5 sources that reflect current research/thinking. Please use standard MLA or APA format.)*



Friedman, Thomas L. *The World is Flat: A Brief History of the Twenty-First Century*. Picador, 2007.

Johnson, Stephen. *Everything Bad is Good for You*. Riverhead Trade, 2006.

McCain, Ted. *Teaching for Tomorrow: Teaching Content and Problem-Solving Skills*. Corwin Press, 2005.

Pink, Daniel. *A Whole New Mind: Why Right-Brainers Will Rule the Future*. Riverhead Trade, 2006.

Tapscott, Don and Anthony D. Williams. *Wikinomics: How Mass Collaboration Changes Everything*. Portfolio Hardcover, 2008.