



CALIFORNIA STATE UNIVERSITY
LONG BEACH

**Advanced Studies in Education
& Counseling**

Vision:
Equity & Excellence in Education

Mission:
The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

**ETEC 525 Digital Culture and Society
Fall 2021
ASEC/ETEC and TL Programs**

Course Information

Instructor: Dr. Lesley Farmer	Email: Lesley.Farmer@csulb.edu
Office Hours Days/Times: Mondays 3-4:30pm and by appointment	Office Hours Venue: http://csulb.zoom.us/j/5629854509
Class Days/Times: 5-6:50pm synchronously Aug.25, Sep. 8 and 22, Oct. 6 and 20, Nov. 3 and 17, Dec. 8. asynchronously the other weeks	Class Venue: [http://csulb.zoom.us/j/5629854509]

Catalog Course Description

Critical examination of social and cultural implications of educational technologies, considering issues of cultural bias, equity, and questions of who benefits from particular technologies. International applications of computer technologies to promote learning about different cultures. (Seminar 3 units)

Course Student Learning Outcomes and Goals

Upon successful completion of the course, students will:

1. Identify and describe biases of information technologies and media.
2. Analyze issues of equity pertaining to information technologies and media.
3. Analyze political implications of information technologies and media and their role in arrangements of power.
4. Evaluate ways in which information technologies and media influence the lives of learners.
5. Demonstrate knowledge of international implications of information technologies and media and their role in learning.

Required Texts/Course Materials:

Electronic reserves and articles from the Internet.

For ereserves, go to https://csulb.libguides.com/er.php?course_id=31867 .Log into the library with your student account. Then search for ETEC 525 and type in the password etec525
Computer with webcam and microphone

About This Course/Teaching Philosophy/What to Expect

COURSE CONTENT: This course examines various relationships between information technology/ media factors and society/culture. How does these factor impact users (especially youth), globalization, politics, education, equity, and ethics? These is lots of reading, viewing, and discussion. You will also plan and conduct a significant action research or global learning project.

LOGISTICS: We meet Wednesdays starting August 25 5-6:50pm online at <http://csulb.zoom.us/j/5629854509>. We'll meet synchronously/in real time online 8 times; the other weeks you'll have online work including asynchronous group discussions. Most assignments will be due by Tuesdays 11 Pacific time, and may require peer review/participation so try to submit your initial work before the deadline.

RESOURCES: The course is pretty well set, but additional material may be added as new developments in technology and media emerge. There is no textbook, but each one of you will read a relevant book. You have lots of readings (and some videos), which will be available in the content area, hyperlinked, available from the CSULB's ereserves (https://csulb.libguides.com/er.php?course_id=31867) or library databases.

And big picture: Here are the ETEC/TL program standards.

- Apply instructional design principles to design and develop instructional materials.
- Synthesize leadership principles within the practice of information and educational technology.
- Locate, assess, and apply online resources to create learning experiences.
- Apply knowledge of multicultural, ethical, and legal issues pertaining to using educational technologies and communication within the global community. This standard is the focus of ETEC 525
- Integrate theoretical perspectives to review, interpret, and apply research in educational technologies.
- Demonstrate effective written, electronic, and oral communications that reflect critical thinking and information literacy.
- Teacher librarians also need to be able to organize information and promote reading.

Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous online class meetings, including some kind of voice input (and hopefully webcam).

Students who experience unexpected technical issues for an online class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous online meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access

the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

Course Communication and Zoom Etiquette

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student’s responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development’s [Zoom Etiquette for Students @ the Beach](#).

Course Schedule (A=asynchronous; S=synchronous)

Week	Topics and Readings (readings due the day before class)	Assignments Due Dates/Deadlines
1 Aug. 25 S	Introduction: Postmen, facilitation guides	Plagiarism quiz: Sep. 1
2 Sep. 2 A	Youth use: Common Sense Media, boyd, 1 source	Online discussion: Sep. 7
3 Sep. 8 S	Globalization: Friedman, WorldSavvy, OECD, video	Project topic: Sep. 14
4 Sep. 15 A	Culture: Olson, Bowers, culture assessment	Online discussion: Sep. 21
5 Sep. 22 S	Politics: Winner, 1 source	Project plan: Sep. 28
6 Sep. 29 A	Social knowing: Shirky, Weinberger, Ford/Surowiecki, Farmer, 1 source	Online discussion: Oct. 2
7 Oct. 6 S	Education: Cuban, video, 1 source	
8 Oct. 13 A	Gender: Drabowics, Lou et al., 1 source	Online discussion: Oct. 19
9 Oct. 20 S	Equity: Collin, video, 1 source	
10 Oct. 27 A	Identity management: Palfrey/Gasser, Turkle, Palmer, 1 source	Online discussion: Nov. 2
11 Nov. 3 S	Ethics: Rodriquez, Greenwald, ALA, USDE, 3 sources	
12 Nov. 10 A	Artificial intelligence: Berreby, 2 sources	Online discussion: Nov. 16 Project draft: Nov. 16
13 Nov. 17 S	Futures: videos, EduCause	Project draft feedback: Nov. 23
14 Nov. 24	Thanksgiving week	Project poster: Nov. 30
15 Dec. 1	Finalize project	Poster feedback: Dec. 7 Project final work: Dec. 7
16 Dec. 8 S	Final exam review: Oliver	
Finals Week		Final exam: Dec. 15

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Course Evaluation Components and Grading

Evaluation Components

The assignments, points and due dates are noted above. Details about each assignment is located in the week’s module. Most assignments are group discussions/ presentations or require a response to a peer’s work. The main project consists of an action plan or global learning project. The weekly assignments are due by Tuesday evening, usually posted on the course discussion board, so the class can benefit from each other’s

knowledge. Note that the number of points usually reflects the time it takes to do the assignment – and its value.

Course Grading

Points are determined based on accuracy, thoroughness, clarity, attention to detail, alignment with assignment, and insight. A and B work should be of graduate study quality. Students are expected to participate online as appropriate, including all class activities. Until the last two weeks of the course, students may re-submit an assignment worth more than 25 points within one week of its grading for a maximum of 90% points upon review. Students are strongly encouraged to review any provided grading rubrics/scoring guides prior to submission of assignments; they may also request feedback on work submitted up to 48 hours before an assignment is due; feedback will be provided within 24 hours.

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Evaluation Components and Weight (Sample)

Evaluation Component	Points	Weight
1. Participation in electronic discussions (5 points each)	30	17%
2. Facilitation and analysis of electronic discussion	10	6%
3. Plagiarism quiz	5	3%
4. Group book presentation	20	11%
5. Class participation/discussion (5 points/class)	40	22%
Action research	60	33%
Final Exam	15	8%
Total	180	100%

Participation in Electronic Discussions

You will participate in online discussions in Beachboard in small groups, reflecting on the week’s topic as addressed through the readings and videos. You will be a facilitator of one and a participant in the rest. For each discussion, post at least two posts: an original essay and a reply to a peer’s posted essay. The idea is not just "making posts" but to have discussions with your classmates.

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Facilitation and Analysis of Electronic Discussion

In this assignment, you will demonstrate your understanding of one or more readings from the course by facilitating and analyzing a discussion. This process is a way for you to you to engage with the material while also giving you practice with this mode of interaction.

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- Carefully read the material in advance for the topic you signed up for.
- Prepare one or more prompts for soliciting fellow students' participation. You may incorporate a brief summary of key points of the readings you will discuss. Your goal is to facilitate a discussion in which your

classmates discuss the meaning of key ideas from the readings and make linkages between theoretical ideas and practical settings. If you have multiple readings, your prompts can either discuss them individually or cut across multiple readings. Post your prompt to the "Weekly Discussion" forum on BeachBoard before the discussion opens.

3. Facilitate and encourage participation, making comments to facilitate the discussion and keep it on topic. You should closely monitor the discussion and post facilitating comments on at least three separate days during the week you are facilitating.

4. After the discussion is over, analyze your participants' messages. Summarize the findings as well as the results of the discussion. Also reflect on what you have learned as a designer and facilitator of the on-line discussion activity. Post your analysis in the Facilitator's dropbox.

Group Book Presentation

In this assignment, you will study a formative book on technology as a literature circle and present it to the class. This activity will allow the class as a whole to obtain a further breadth of view on issues related to education, technology, and society, while also permitting the class to guide the direction of discussion. When presenting the book, you should identify and present the key ideas of the book. You should not do a presentation that says, "Chapter 1 said X, Chapter 2 said Y, Chapter 3 said Z." You will need to read all the material and prioritize.

1. Teams will sign up for the book, and read it as a literature circle/book club. The book should also link to the class's associated topic and readings.
2. Present your book, providing the main ideas (don't do a chapter by chapter recap). The presentation should be 25-30 minutes total. 10-15 minutes of the presentation time should be an interactive portion that engages the class, including some sort of activity in which the class uses information from your presentation and their class readings to solve a problem, create a product, or otherwise demonstrate understanding and engagement with the topic of your presentation.
3. Produce and submit a 1-page document to accompany your presentation to serve as a way for the class to learn the main points of the book.

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Action Research

1. Please identify a problem at a school site that you either work at or have access to. The problem must directly relate to learning outcomes for ETEC 525. This assignment is similar to a literature review, except that in addition to researching published sources, you will additionally collect your own data. You will also make recommendations based on your findings. About one third to two fifths of the paper will discuss published sources as a literature review, and the remainder will describe your research methods, your findings and their limitations, and your recommendations based on these findings.
2. The final draft should be 12-15 pages (including references and a title page), double spaced, and use 12-point font. It should follow APA style with proper citations. It should have at least 6 references. The final draft will include the following.

- Introduction of the problem and project, including context and need (~ 1 page)
- Literature review that sets the problem into a theoretical context. (~2-3 pages)
- Description of the research question (~1 page)
- Methodology that describes the process to address the issue, the data you will collect, including the instrumentation/tool and administration; have at least 3 tools (e.g., observation, survey, interview, focus group, content analysis) as you investigate the problem/issue (~1-2 pages)
- Findings of data collected (~2-3 pages)
- Discussion of the findings (analyze the data and what it means) (~2-3 pages)
- Recommendations/action plan: describe what action you would take, how you would measure its impact, and its potential contributions to professional practice. This section may also include a

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timeline, budget, a statement of deliverables, and what the final work product will be if a project is being proposed (~2-3 pages)

- Suggestions for further study (~1 page)

3. Create a presentation poster about your action research, and post it in the Poster Presentation Discussion Board. Then read/view two other posters, and post comment on them as replies to the person's poster.

Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation is 17% of your grade and will be monitored both through attendance at Zoom sessions and through entries in the online discussion board via BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

Late Work/Make-up Policy

All assignments must be submitted by their due date; late submissions will be given fewer points. In case of technology problems, students may fax (562.985.4534) in work within 24 hours.

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Academic Integrity](#) that governs your participation in courses at CSULB.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

If you should have specific requests for in-person courses related to COVID-19, please contact BMAC at bmac@csulb.edu for reasonable accommodations.

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

According to the [CSULB-CED Student Professional Conduct Policy](#), CED students are expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

All students are asked to sign an acknowledgement indicating their awareness of the above standards for professionalism. CED students also must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.

Student Support Services

The Division of Student Affairs curates a full list of student support services on the [Programs and Services](#) website. Students are encouraged to reach out for support or to get involved in student programming.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.

Vaccinations

CSULB requires all students to complete the online vaccine certification by August 23, 2021, and the entire CSU system requires students to be fully vaccinated against COVID-19 by September 30, 2021, unless they have an approved exemption. All members of the campus community have access to an online vaccination certification on the University's single sign-on screen. As part of the certification, you will need to upload proof of having been vaccinated, usually in the form of a JPG or PDF of your immunization card. A screenshot of a digital record is also an option. The form allows you to qualify for a legitimate medical or religious exemption, or you may indicate that you will not access campus facilities this fall. If you have only received the first dose of a two-dose vaccine, you won't be able to submit the certification form yet. As soon as you receive the second dose and your vaccination card is updated, you may then submit the form. If you remain unvaccinated, you will be required to participate in a weekly COVID-19 testing program. See the TESTING area of this website for details.

Face Coverings

Currently, CSULB is requiring everyone on campus to wear an approved face covering in all indoor campus spaces. Accordingly, all students are required to wear an appropriate face covering the nose and mouth in order to participate in this course. Students unable to wear a face covering due to a medical condition or faculty who need a clear face mask for lip reading accommodations should contact the Bob Murphy Access Center by phone at (562) 985-5401 or by email at bmac@csulb.edu. If a student arrives to class without a face covering, the faculty will offer the student a mask and a reminder that wearing one is mandatory (in case they don't have one with them – extra masks will be provided to department offices). If the student refuses, the faculty may ask them to leave class until they're prepared to comply with university policy and if they continue to refuse, faculty may dismiss class. In this case, the faculty should inform their department chair and fill out the form report a policy violation on the OSCED webpage; Report Student COVID-10 Policy Violations. The Office of Student Conduct and Ethical Development will follow up with the student to provide due process and potential disciplinary action. Students may return to the classroom when they are compliant with the face covering policy.