CATALOG STATEMENT

EDTECH 203 FOUNDATIONS OF DIGITAL CULTURE (3-3-3) (F/S/SU)
Engages students in developing strategies for digital spaces. Develops 21st Century skills including creativity, critical thinking, digital communication and collaboration, information literacy, digital citizenship, and personal and social responsibilities.

FOUNDATIONAL STUDIES COURSE

- **Syllabus statement**

  Boise State’s Foundations Program provides undergraduates with a broad-based education that spans the entire university experience. EDTECH 203 Foundations of Digital Culture satisfies 3 credits of the Foundation Program’s Disciplinary Lens-Social Science (DL-S) requirement. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

  **Written communication**: Using tools like blogs, micro blogs, webpages, social networks, mash-ups, and the like, students generate repeated short to medium length digital writing activities are used to explore ideas, reflect, and share thought within various digital communities and cultures.

  **Oral Communication**: Students develop and deliver thought and research through both YouTube and public IGNITE-style presentations. These formal and informal presentations reflect their ability to communicate effectively in speech, both as speaker and listener, as well as share these presentations in digital communities.

  **Innovation and Teamwork**: Class members think creatively about complex problems associated with being a citizen of a complex, digital society and produce, evaluate, and implement innovative possible solutions as a member of a team.

  **Diversity and Internationalization**: Students learn about and apply concepts designed to help them better understand their own digital culture and other digital and online cultures with an understanding that we are living in an increasingly diverse world.

  DLS outcome #11 – Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and system.

EDTECH 203 Foundations of Digital Culture helps to achieve the goals of the Foundations program by focusing on the following course learning outcomes. After successful completion of this course, you will be able to:

- Demonstrate an understanding that members of different digital cultures and/or communities see, interpret, and experience the world differently.
- Articulate your own place within your own digital culture(s).
- Demonstrate an understanding of the historical and/or social forces that shape individuals and institutions including digital cultures and communities.
- Analyze the worldviews and/or philosophical assumptions of a given source.
- Draw connections between diverse perspectives.
- Demonstrate an understanding of the methodology or theoretical framework appropriate to the discipline.
• Analyze your own and others' assumptions and evaluate the relevance of contexts.
• Use information and analysis to capture the critical elements of the discussion.
• Demonstrate, through personal reflection, an understanding of the importance of an active commitment to digital community.

• Design for accessibility

All posted activities and materials will be checked for readability by a screen reader under the advisement of Academic Technologies to help with a review of these electronic materials. Whenever available, videos chosen for use in the course will be those that have been close-captioned by the content producer to provide access to students with hearing impairment. Presentations containing graphs or other visual representations will be verbally described to students on an as-needed basis.

Online sections will include narrated lectures combining PowerPoint presentations with the instructor’s voice. Instructors will be encouraged to provide PowerPoint files with a textual transcript of the lecture in the notes section of each slide. Images used in the 3DGameLab site will have appropriate textual descriptions that can be read by screen reader software. In all sections, students will be able to submit assignments in a variety of formats. Extra time on tests and other accommodations will be provided to students as needed per the policies of the Disability Resource Center.

• Justification for FSP Category (DL Social Sciences)

Foundations of Digital Culture uses innovative and nontraditional pedagogical approaches to bolster authentic, situated, and personalized learning. Students will have the opportunity to specialize within the curriculum by earning Digital Badges.

Shareable within numerous digital communities like LinkedIn, Mozilla, Facebook, and others, digital badges recognize unique collections of knowledge and skill. The course will be delivered in a hybrid approach using 3DGameLab Learning management system, Boise State’s first technology start-up.
Students learn to develop and present salient, relevant, and entertaining ideas in five minutes.

Unlike lecture and test-style courses, Foundations of Digital Culture is built on meaningful, personalized, and authentic experiences that will prepare Boise State students to be more knowledgeable, collaborative, independent, and effective citizens both inside the university and out.

Experiential Learning and Common Activities:
- Development of a deliberate digital persona and identity in digital spaces and social networking.
- “Is anybody listening?” Methodologies for effective dissemination of thought through digital means.
- Foundational understanding of digital productivity tools using BroncoWeb Powered by Google+.
- Creation of digital portfolios.
- Exploration of memes and memetics as units of cultural capital.
- Sharing thought research through TED Talk-style public presentations available for Boise State and community members to attend.
- Investigation of unique digital cultures in online learning communities, videogame, social network, service and support architectures, virtual worlds, and others.

**Course design table**

Please see attached
<table>
<thead>
<tr>
<th>ULO</th>
<th>Course Learning Outcome</th>
<th>Assessment Method</th>
<th>Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-01</td>
<td>Understanding of individuals as members of a particular culture and/or community</td>
<td>Demonstrates an understanding that members of different digital cultures and/or communities see, interpret, and experience the world differently. Articulates their own place within their own digital culture(s) and examines its assumptions.</td>
<td>Students will be asked to identify, situate, and compare the characteristics, beliefs, and norms of multiple digital cultures in a global context. These reflections will leverage communication tools common to these digital cultures and, when possible, situated within the appropriate cultural spaces.</td>
</tr>
<tr>
<td>11-02</td>
<td>Understanding of historical and/or cultural forces</td>
<td>Demonstrates an understanding of the historical and/or social forces that shape individuals and institutions including digital cultures and communities. Analyzes the worldviews and/or philosophical assumptions of a given source</td>
<td>Using digital reflective practice and themed public presentations, students will offer personally situated conclusions related to history, lineage, context, and implications of major themes, movements, and memes that shape unique digital cultures.</td>
</tr>
<tr>
<td>11-03</td>
<td>Reasoning, inquiry, and problem-solving</td>
<td>Draws connections between diverse perspectives.</td>
<td>Students will gather evidence from situated and authentic digital sources (primary and secondary) and present a historical argument, either in oral or written digital form.</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------</td>
<td>--------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Demonstrates an understanding of the methodology or theoretical framework appropriate to the discipline.</td>
<td>Students will create adoption strategy/plan for one digital tool or approach meaningful to the organization, community, or culture of their choice. Examples might include a health club using Twitter, a schools using video games, a hospital creating a Strava group, etc. This can include analysis of primary sources including case studies to develop a persuasive presentation or document. Students must take and articulate various perspectives using evidence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyzes own and others’ assumptions and evaluates the relevance of contexts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses information and analysis to capture the critical elements of the discussion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-04</td>
<td>Responsibility, personal reflection.</td>
<td>Demonstrates, through personal reflection, an understanding of the importance of an active commitment to digital community.</td>
<td>Students actively reflect on myriad topics using digital reflection tools and tactics including blogging, micro blogging, mashups, media sharing and repurposing, social networks, etc. All activities and digital artifacts will populate the student’s digital portfolio.</td>
</tr>
<tr>
<td></td>
<td>Through multiple forms of digital reflection and meaning making, students will express the impact that they have on a selected digital community and it’s members. They will also describe the influence that interaction within this digital community effects or impacts other digital communities that they also engage in.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>