After the Foundational Studies Program has approved a course, departments will continue through the regular department and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

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Instructions:

1. Complete one form per course.
2. Attach this Foundational Studies Course Application Form to the back of the University Curriculum Committee “Request for Curriculum Action” form. Both forms should be submitted to the Foundational Studies Program Office by August 19, 2011.

Part I. Course Information

Course Number and Title: EDTECH 203: Foundations of Digital Culture

Type of Foundational Studies Course – (Choose One):
[x] DLS (Disciplinary Lens – Social Science)
[ ] DLL (Disciplinary Lens – Literature and Humanities)
[ ] DLV (Disciplinary Lens – Visual and Performing Arts)
[ ] DLM (Disciplinary Lens – Mathematics)
[ ] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)
   Includes Lab:  [ ] Yes  [ ] No
[ ] CID (Communication in the Discipline)
[ ] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[x] Face to Face
[ ] Fully Online
[ ] Hybrid
[ ] Concurrent Enrollment
[ ] Other (briefly describe):
Part II. Syllabus Statement

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. EDTECH 203 satisfies 3 credits of the Foundational Studies Program's Disciplinary Lens – Social Science requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

ULO 11. Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.

EDTECH 203: Foundations of Digital Culture

This course 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 importance an active commitment to digital community

Part III. Design for Accessibility

In the space below, briefly describe plans for providing access to course materials and activities (or equivalent alternatives) to all students in adherence with the Americans with Disabilities Act. Although these plans may vary from instructor to instructor, the descriptions provided below should be representative of intended departmental and instructor practices. (See example statements appended to this form.)

EDTECH 203: Foundations of Digital Culture: 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 on 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.

**Part IV. Evidence of Quality Course Design**

Please use the table below (column headings for this table should not be changed) to provide evidence that the course has been carefully designed and is clearly aligned with Foundational Studies Program desired ULOs. All sections of the course should share similar student learning outcomes. Teaching and Learning Activities and Assessment Methods may vary from instructor to instructor. Please use the table to report representative strategies that may be used. Assessment activities used for reporting to the Foundational Studies Program should be consistent across different sections of the course.

Please see below.
**Course Design Table**

<table>
<thead>
<tr>
<th>Foundation ULO 11</th>
<th>Course Learning Outcomes: By the end of this course, each student should be able to…</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities / Pedagogy</th>
</tr>
</thead>
</table>
| Criteria and Notions of Exemplary Work |Demonstrates an understanding that members of different digital cultures and/or communities see, interpret, and experience the world differently  
Articulates his/her own place within own digital culture and examines its assumptions |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. |Students will engage in multiple activities including video reflections, Mashups, Voicethread (Verbal and visual threaded discussion), blog posts with embedded media, animations, and other communication means common in digital communities (Mommy blogs, MMORPG game community, Facebook group, etc.) All activities and digital artifacts will populate the student’s digital portfolio. Students will investigate unique digital cultures, interact as a member, and contribute to dialogue within these communities using appropriate tools, sharing findings with the broader Boise State University community. |
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<tr>
<th>Foundation ULO 11 Criteria and Notions of Exemplary Work</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ULO 11.2: 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</td>
<td>Using digital reflective practice an 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>
<td>Students will engage a themed, public IGNITE-style presentation (or asynchronous equivalent) unpacking one digital culture and sharing its history, impact, and implications of future digital culture with broader community. Each presentation will have an opportunity for appropriate dialogue. Presentations will be posted in students’ digital portfolios with reflection.</td>
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<td></td>
<td>Analyzes the world views and/or philosophical assumptions of given source</td>
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<tr>
<td></td>
<td>Draws connections between diverse perspectives</td>
<td></td>
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<tr>
<td>ULO 11.3: Reasoning, inquiry, and problem-solving</td>
<td>Demonstrates an understanding of the theoretical framework that is behind various approaches to education</td>
<td>Students will gather evidence from situate and authentic digital sources (primary and secondary) and present historical argument either in oral or written digital form.</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 health club using Twitter, a school 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>
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<td>Analyzes own and others’ assumptions and evaluates the relevance of contexts</td>
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<td>Uses information and analysis to capture the critical elements of the discussion</td>
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<td>ULO 11.4: Responsibility, personal reflection</td>
<td>Consistently demonstrates, through personal reflection, a complex understanding of the importance of active, meaningful participation in community</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 its members. They will also describe the influence that interaction within the digital community effects or impacts other digital communities that they also engage in.</td>
<td>Students actively reflect on myriad topics using digital reflection tools and tactics including blooding, microblogging, mashups, media sharing and repurposing, social networks, etc. All activities and digital artifacts will populate the student’s digital portfolio.</td>
</tr>
</tbody>
</table>

5-16-2013

Foundational Studies Program Director Signature

Date