Learning Sites: New Media
SE, WS 2015/16, KF UNI Graz

Instructor: Mag. Daniela Jauk, PhD
In coop with Dr. Sol Haring

Office Hours: Tuesday, 10-11 AM
anytime by appointment

E-mail: daniela.jauk@uni-graz.at
Web: http://www.danielajauk.com
Skype: divanova06

WELCOME!

In this course we will first develop a critical lens for discussing media production and media consumption as learning opportunities in everyday life and in pedagogical settings. As future educators students are expected to be tech savvy and knowledgeable about the creation of multi-media learning environments. Thus we will experiment with different media formats and interrogate their implications for a participatory, inclusive pedagogy.

Attention: This is a hands on class in which students will engage in various forms of educational media production (blogs, podcasts/radio, video, wiki(pedia)) of their own choice in working groups. We will test and transgress boundaries of the classroom: the student groups of the classes of Daniela Jauk and Sol Haring will collaborate virtually and practically this semester and co-create innovative learning environments.

LEARNING (ENVIRONMENT) GOALS:

- Students enhance their media literacy as educators and gain hands on experience in creating inclusive learning sites utilizing new media
- Students understand culture and media production in the context of power relations
- Students are able to analyze media representations with regard to social inclusion/exclusion

REQUIRED READING & MATERIALS

All required texts will be posted on moodle under ‘content’ for each week. We will post supplementary readings and resources you can use for your projects as we go.
COURSE FORMAT

The class is based on discussion, in-class activities, on-line activities and and learning by doing on your part. This hands-on approach is designed to give you freedom to experiment and engage you with course. Lessons will be organized around, but not limited to, the required reading for each week. There are no tests, as we do not believe in tests as a valid assessment for critical thinking. Students are expected to check moodle regularly: http://moodle.uni-graz.at/construct/index.php, as well as the facebook site we run together with Dr. Haring’s class https://www.facebook.com/groups/1635055890110718/

COURSE REQUIREMENTS & GRADING

Media Projects: At the core of this class are independent media projects. Students are to select a topic of research for the semester. You find possible topics below or – even better! -come up with your own topic. Once you have identified your topic of interest, you will carry out your project and hopefully have fun with it.

- Research abstract Right from the start you will select a topic and a research question for your project, and get my feedback for it. The research abstract is approximately one page, includes group members, research interest(s), project description, possible interview contact(s), and a minimum of two academic (peer reviewed article, book, database etc.) and one multimedia sources for your research PER group member (eg. TED talk, podcast, video etc).

- Production of your educational media product. For your media product you will prepare and conduct an interview (recorded an/or filmed). You will discuss and agree on whom to interview in our Facebook group to avoid „doubling up“ on interview partners across groups. You will also have to decide on an appropriate media-(re)presentation of your results and can pick from four suggested formats or a mix of those:
  1. Videoformats and platforms, e.g. Youtube, “TEDtalk“
  2. Blog, website
  3. Radio/Podcast
  4. Wikipedia or any other relevant Wiki (create and revise entries)

- Final project paper. In your final project paper you reflect your own learning process, include a literature review, and a description of your project. To explore your phenomenon/topic and for your media product you will already have engaged in independent research and found academic articles/books, statistical data, as well as multi-media information and examples. In the final paper you synthesize this information and the interview and address the meaning of the phenomenon for education studies and you as a future educator as well as a learner. The paper will be approximately 3000 words/person (excl. references) and may be submitted in groups or individually.

- Peer feedback of project in the second to last class in which we will rehearse the presentations for the 26th and try to find methods how to get Sol’s Cass next week to interact with your presentations.

- Interactive presentation in the final plenary in the last class session together with our partnering class of Dr. Sol Haring.
Possible Topics

1. **PROSUMERS of the Web 2.0 and the digital divide.** Who are the producers and consumers of the Internet? Who uses the web? Who consumes? Who is missing? How can we bridge the gap as educators? Examples: the elderly, migrants, women,…

2. **Internet REVOLUTIONS.** Iran 2009/10, Moldova 2009, Egypt 2009/11, Tunisia 2010, Occupy… - the internet (Facebook, Twitter, etc.) play(ed) a crucial role for social movements to establish and spread. Explore social media and the internet as platform for self organized learning in social movements and its meaning for contemporary (global) politics.

3. **REFUGEES WELCOME?** “Refugees Welcome” is a the slogan of this summer. How was it created, what happened when it went viral? Are refugees welcome on the web, how are they represented, how do they possibly use and shape online environments?

4. **DIGITAL Natives.** What are they and what does the generation of digital natives really know about media literacy (Medienkompetenz)? Do they get too much credit for using the web? Do they know how to use it?

5. **The GENDER OF WEB 2.0.** (How) I the gender order mirrored in the internet and related applications (gaming, blogging etc.)? Is the internet a safe space for women and LGBTQI populations? Does it have potential for gender equality (e.g. cyberfeminism?)

6. **REFLECTIVE LEARNING in the web:** How can the web help learners to reflect their learning process? You can collect learning narratives from all participants in class and the collaborating class and find a way to structure and present those!

7. **FIND YOUR OWN TOPIC.** You are more than welcome to be creative and come up with your own research topic that relates to this class-room and its contents. We are eager to learn from you!

**Narrative research journal (Blog):** We ask you to write little stories about what you learned and how you learned it, whom you learned it from and with whom. Be brief, give examples, add a link or a photo that you took documenting this learning process. Documenting questions and (technical) difficulties you cannot answer is also OK! You will share your narratives on the Facebook group site, so others can comment, or add resources, answer and pose questions. Examples of entries are posted on moodle.

**Participation.** This course runs as a workshop. Therefore, your participation is essential for facilitating class discussion of readings, lecture materials and for the ongoing development of your media projects. It is expected that you will have read and are prepared to talk about the assigned readings for that day and are able to relate the readings to your own research projects.

a) There is a **moodle platform for each class** containing resources and readings, and the main learning structure for each class.

b) We establish a **facebook group for BOTH classrooms** so you can connect and transgress class boundaries. You will share your digital learning narratives there, and it is possible and welcome (but not required) that groups work together across class boundaries. You will need Facebook to work out the interview partners, but also you will learn from each other and support each other virtually in your research.
## Grading

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<th>Assignment</th>
<th>Points Per Assignment</th>
<th>Total Points</th>
<th>Percentage of Grade</th>
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<tr>
<td>Research Project</td>
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<td>Abstract</td>
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<td>Media product incl. interview</td>
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<td>Paper</td>
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<td>Participation</td>
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<td>Plenary presentation</td>
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<td>Narrative research journal,</td>
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<td>5 entries a 20</td>
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<td><strong>TOTAL</strong></td>
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### Grade

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## Course and University Policies

**Changes to the Syllabus.** We reserve the right to make changes to the course schedule or class policies at any time during the semester. Any changes will be announced in class and posted on Moodle and/or facebook.

**Plagiarism or Cheating. THIS IS IMPORTANT.** Using the work of another person without making reference to the source material is plagiarism. This includes summarizing someone’s ideas, downloading internet material, direction quotations from another source, or turning in the same paper as another student. You will receive a zero on any assignment that contains plagiarized material. In extreme cases, I reserve the right to fail a student in the course and/or report the incident as academic misconduct. It is your responsibility to come to talk to me PRIOR to submitting an assignment if you have any questions or concerns about how to document or cite sources. Please visit the following webpage for more information [www.plagiarism.org](http://www.plagiarism.org) and be aware of the policies and consequences at the University of Graz [http://www.uni-graz.at/zvwww/gesetze/satzung-ug02-04.html](http://www.uni-graz.at/zvwww/gesetze/satzung-ug02-04.html).

**Accommodation.** Any student who feels like he/she may need accommodation based on the impact of a disability is encouraged to use the resources available at Uni Graz [http://www.uni-graz.at/services/behinderte.html](http://www.uni-graz.at/services/behinderte.html). Please see me anytime if I can be of help.

*I am looking forward to learning from and with you!*
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Literature / Sources</th>
<th>Assignments</th>
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| Tue. 6.10, 13.00 – 17.00 | **Intro**: Syllabus & my vision on class  
**Groupwork**: “Crowd Cloud ©Sol Haring”  
**Impulse Lecture**: Core concepts for the class and possible project topics  
**A classic for an appetizer**: Stuart Hall on representation and related exercise  
**Groupwork**: Find working groups and topics | Hall, Stuart (1997): Lecture on “Representation & The Media, video https://www.youtube.com/watch?v=6sbYyw1mPdQ.  
IF TIME: Student’s pick example  
“Miss Representation” (gender in media) or “Anonymous”/Hacktivism (new media and politics) | • Abstract is due October 20th in moodle  
• Enter into facebook group and post your…  
• …first Narrative Research Journal entry!  
• Inspiration for groupwork/watch at home: R. Hofmuller on “synergy” https://www.youtube.com/watch?v=ISumUJE3a6Q |
| Tue. 27.10, 12.30 – 17.00 | **Show and Tell**: In this class you will have the opportunity to show interesting links,  
film trailers apps and new media tools that help YOU learn  
**Video Remix – a tool for educators?**  
**Impulse Lecture**: Interview and common mistakes  
**Groupwork**: Interview schedule and peer review  
**Cryptoparty**: Guest lecture on internet security (open to Sol’s group) | **Mandatory Literature**:  
Hermanowicz, Joseph (2002). The Great Interview: 25 Strategies for Studying People in Bed Qualitative Sociology, Volume 25, Number 4, pp. 479-499. | • Come to class with laptop/smart phone/tablet connected to eduroam  
• Narrative research journal entry  
• Prepare literature for next class meeting |
| Tue. 3.11., 12.30 – 15.00ish | **THEORY … New Media in Education – Literature Discussion**  
…& PRACTISE: Excursion to ESC media lab/Reni Hofmueller (open to Sol’s group!) | **Mandatory Literature**:  
Antero Garcia, Robyn Seglem, Jeff Share 2013. "Transforming Teaching and Learning through Critical Media Literacy Pedagogy ". LEARNing Landscapes 6(2):109-23. | • Three Narrative research journal entries over the break – deadline will be set by the group organizing them into a blog  
• Create your media project: do the research, the interview, the work 😊 |
| Tue. 19.1., 13.00 – 17.00 | **Dress Rehearsal of Project presentations and “final cut”** | **To be decided as we go:**  
• Project groups suggest 1 article/resource for the group to read/watch/listen  
• OR additional literature picked by instructor according to process/group interest | |
| Tue, 26.1. 13.00 – 17.30 | **Conference and interactive plenary project presentations together with group of Dr. Sol Haring** | Each group has to have an interactive part, suggestion: stations in two streams with break. 2 x 1 hours, plenary discussion and evaluation | |