READ 5303
New and Emerging Media Literacies
The University of Texas at Tyler
School of Education

Course:	**READ 5303-060 (20620)**
Semester & Year:	**Spring 2026**
Location:	**Graduate - Online**
Instructor Information:	**Dr. Gina M. Doepker**
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Important Reminders & Deadlines

First Class Day	January 15, 2026
Registration for Summer 2026 Begins	January 20, 2026
Deadline for Spring 2065 Graduation	March 2, 2026
Spring Break	March 9-13, 2026
Registration for Fall 2026 Begins	March 16, 2026
Last Day to Withdraw from Course	March 30, 2026
Final Exam Week	April 27-29, 2026
Spring Commencement	May 2, 2026

Catalog Course Description: Exploration of new and emerging media technologies as powerful tools for enhancing K-12 students' literacy development and learning, with an emphasis on how to integrate new media literacies, such as the Internet, into the curriculum and enhance literacy learning in the classroom.

Knowledge Base(s): This graduate level course explores new and emerging media literacies and their relationship to literacy development and improvement across the K-12 school curriculum. Course content is informed by relevant theories, research, and practice pertaining to new and emerging media literacies. This course will focus on expanding teacher/educator knowledge relative to new media literacies research; and enabling teachers/educators to use knowledge gained in designing and delivering effective literacy instruction across the K-12 curriculum. Course content incorporates the following standards for the preparation of reading professionals:
- *International Literacy Association (ILA, 2017)*
- *Texas Examination of Educator Standards (TExES)*
- *Texas Educator Standards (TES Title 19: Chapter 149, Subchapter AA, Rule: 149.1001),*
- *Texas State Board for Educator Certification Standards (TSBECS, 2016)*

- *Texas Prekindergarten Guidelines (TPG 2015),*
- *International Society for Technology in Education Standards for Educators (ISTE),*
- *Interstate New Teacher Assessment and Support Consortium (InTASC) Standards,*
- *College and Career Readiness Standards (CCRS)*

Student Learning Outcomes (SLO): Upon successful completion of the requirements of this course, students will have an opportunity to:
1. Develop a working knowledge of generative theory that informs practice (praxis) related to new and emerging media literacies.
2. Develop a working knowledge of current research, policy, and practice related to new and emerging media literacies.
3. Explore critical issues pertaining to the integration of new literacies across the K-12 school curriculum.
4. Apply knowledge gained when integrating new literacies across the curriculum with the goal of enhancing students' learning and engagement.

Standards Matrix:

Student Learning Outcomes	Activities	Assessment	Standards Alignment
1. Develop a working knowledge of generative theory that informs practice (praxis) related to new and emerging media literacies.	Course Readings Individual Choice Book Course Videos	E-Learning Activities Readings and Discussions Poll & Post Three Minute Mini Individual Choice Book Program Portfolio	ILA: 1.1, 1.2. 1.3 TExES: 1,3,5,6 TSBECS: IV(4.11s) InTASC: 1,3,4,8 CCRS: 1A, 2A
2. Develop a working knowledge of current research, policy, and practice related to new and emerging media literacies.	Course Readings Three Minute Mini Individual Choice Book Course Videos	E-Learning Activities Readings and Discussions Three Minute Mini Individual Choice Book Program Portfolio	ILA: 1.1,2.2 TExES: 1,3,5,6 InTASC: 4,8 CCRS: 1A, 2A
3. Explore critical issues pertaining to the integration of new literacies across the K-12 school curriculum.	Course Readings Three Minute Mini Individual Choice Book Course Videos	Integrating New Media Literacies Project E-Learning Activities Readings and Discussions	ILA: 1.1,2.2 TExES: 1,2.4 TES: 4.4k,4.8k, 4.12s ISTE: 2.1c InTASC: 3,4,8

		Three Minute Mini Program Portfolio	CCRS: 1A, 2A
4. Apply knowledge gained when integrating new literacies across the curriculum with the goal of enhancing students' learning and engagement.	Integrating New Media Literacies Project Three Minute Mini	Integrating New Media Literacies Project Presentation and Comments Three Minute Mini Tech-Infused Literacy Exploration Program Portfolio	ILA: 2.2, 5.2, 5.3 TExES: 1,2,4 TES: 4.4k,4.8k, 4.12s TPG: vii ISTE: 2.5b InTASC: 4,5,7,8 CCRS: 1A, 2A

COURSE EVALUATION AND REQUIREMENT DESCRIPTION
Performance Assessments

The assignments and projects outlined below are designed to contribute in a different, yet complementary way in achieving the stated course objectives.

1. **Reading Response** (20 points of 20% or course grade)
   Description: As graduate students it is critical that you read deeply and engage in a productive and collegial manner with your professional community (us) to grow. Through weekly assigned opportunities for discussions over readings and/or videos, podcasts, and the like, you will practice giving and receiving responses to your ideas and connections with material and to those of fellow classmates. For this, we will use the course's Canvas Discussion Forum feature for whole class discussions.

   Main Tasks: Engage deeply with class texts; respond actively, substantively, thoughtfully, tactfully, and in a timely manner with classmates to books, articles, videos and more that are assigned within our classroom community.

   Because this is a graduate level course, expectations for active engagement and substantive contributions to class activities—with timely completion of readings and related activities—are high and critical to the teaching-learning process. Active engagement entails making sustained and substantive contributions by completing assigned readings on time, asking critical questions, collaborating with others, and exploring implications and applications of knowledge gained for your own professional work.

   When responding to assigned readings or activities via discussion forums, I suggest using the following questions as a *general guide for organizing your responses*:
   a. What are the main point(s) made or issue(s) raised in the assigned readings?
   b. What are some of your own connections to the readings via your life experiences, your observations, your readings, or viewings of other text/film/media?
   c. What are the strengths and weaknesses (or limitations) of the main points outlined, arguments made, or solutions provided?

d. In what ways will the knowledge gained from the assigned reading(s) or activities help you enhance your role and/or work as a classroom teacher, reading specialist, or literacy coach?
e. What are you thinking about *differently* because of this/these reading(s)? What questions does it raise for you?

Evaluation: Your discussion responses will be evaluated on the level of engagement (how often and when you contribute to the discussions), the quality of the contributions made (how thoughtful and substantive your contributions are), and the professionalism you exhibit when responding to assigned discussion topics or issues (how respectful and considerate you are to discussion forum members).

2. **Poll & Post** (5 points of 5% of course grade)
    Poll & Post Description — During the first week of class you will participate in a survey to discuss your thoughts about a particular topic that will be addressed throughout the course. At an appropriate time, you will complete a post assignment that specifically addresses the same topic. (Poll = 1 point and Post = 4 points)

3. **Tech-Infused Literacy Exploration** (15 points or 15% of course grade).
    In this assignment, you will explore innovative ways to integrate technology into your literacy instruction to enhance student engagement and learning outcomes. Teachers will begin by identifying specific literacy objectives or skills they aim to reinforce or introduce to their students. Then, they will research and select various digital tools, applications, or platforms that align with their chosen literacy goals.

    The assignment encourages teachers to experiment with a range of technological resources, such as interactive e-books, multimedia storytelling apps, online reading comprehension platforms, or collaborative writing tools. Teachers will be tasked with designing lesson plans or activities that incorporate these technologies seamlessly into their existing literacy curriculum, ensuring that the integration enhances rather than detracts from the learning experience.

    Throughout the assignment, teachers will document their experiences, reflecting on the effectiveness of different technological interventions in supporting literacy development. They will consider factors such as student engagement, accessibility, differentiation, and assessment methods. Additionally, teachers will explore strategies for addressing potential challenges or barriers to successful integration, such as limited access to technology or varying levels of digital literacy among students.

    At the conclusion of the assignment, teachers will share their insights and findings with colleagues through presentations, workshops, or written reports, fostering a collaborative culture of technology-enhanced literacy instruction within the educational community.

    - **Week 5**: You will identify specific literacy objectives or skills you aim to reinforce or introduce to your students. You will research and select various digital tools, applications, or platforms that align with your literacy goals.
    - **Week 6**: You will design and teach a tech-infused literacy lesson or activity that focuses on your literacy goal.

- **Week 7**: You will reflect on the effectiveness of your tech-infused literacy lesson in supporting the literacy development of your students.
- **Week 8**: You will collaborate with your peers in a Real Time Group Meeting to share your insights and findings regarding your tech-infused lesson.

4. **Three Minute Mini Instructional Demonstration** (10 point or 10% of course grade). Virtual teaching and learning are now a reality that is rapidly changing the way teachers teach and students learn. You will be a part of the solution in helping other teachers to become more proficient and effective with their virtual literacy teaching. For this assignment you will be creating a three-minute mini-instructional demonstration video that focuses on how teachers can use new media literacy tools to support their literacy instruction. Likewise, you will pair with and coach a classroom teacher on how to use the new media literacy tool that you chose in order to enhance their literacy instruction. Ultimately you will be contributing to the body of knowledge regarding literacy instruction and new media literacy tools which will be added to a video library repository on the M.Ed. in Reading [Tech Tools for Teachers](#) website to be used by teachers in the future. (NO STUDENTS can be videotaped for this assignment.) See below for more details.

   (a) **Choose a New Media Literacy Tool** that you want to showcase in your Three Minute Mini Instructional Demonstration video.

   (b) **Choose a Literacy Skill** (e.g., phonemic awareness, alphabetic principle, phonics, sight words, fluency, vocabulary, comprehension etc.…) that you want to focus on in your Three Minute Mini Instructional Demonstration video.

   (c) **Choose a Classroom Teacher** that you can pair with to coach them in the use of the new media literacy tool that you selected.

   (d) **Write a proposal** (5 points) for your Three Minute Mini Instructional Demonstration video. Your proposal should be one page/single spaced and include:

      i. **New Media Literacy Tool**: Write a brief description of what the tool is and how to use it.

      ii. **Literacy Skill**: Write a brief description of what the literacy skill is and what the target grade level is for this literacy skill.

      iii. **What Does the Research Say** regarding effective literacy instruction for your chosen literacy skill AND how will your chosen New Media Literacy Tool help teachers to be more effective with their virtual teaching?

      iv. **Consent Statement**: (Choose one statement below.)
         1. "I, (your name)_____, give my permission to post my Three Minute Mini Instructional Demonstration video on the UT Tyler K-16 Literacy Center website for educational purposes only."
         2. "I, (your name)_____, DO NOT give my permission to post my Three Minute Mini Instructional Demonstration video on the UT Tyler K-16 Literacy Center website."

      v. **References**

   (e) **Week 8:** Submit the Three Minute Mini Instructional Demonstration video proposal in Canvas

   (f) **Week 11:** Submit the Three Minute Mini Instructional Demonstration video (5 points) in Canvas. Your video should include:

      i. **Welcome Message:** "Welcome to my three-minute mini-instructional demonstration."

ii. **Introduce yourself:** Who are you? Where do/did you teach? What grades do/did you teach?
  iii. **Introduce your New Media Literacy Tool:** What is the tool?
  iv. **Introduce your literacy skill:** What literacy skill will you be focusing on in the video.
  v. **Step-by-Step Directions**: Show how to use the New Media Literacy Tool to support the students' literacy skill development.
  vi. **Research Statement**: "According to (Who?) _____ , research shows that (fill in the blank) _____ ."
  vii. **Concluding Message**: "I hope my Three Minute Mini Instructional Demonstration for (New Media Literacy Tool?) _____ was helpful. I wish you much success with using (New Media Literacy Tool?) in your virtual teaching."
  (g) **Week 12**: Pair with and coach a classroom teacher on how to use the new media literacy tool that you chose in order to enhance their literacy instruction. Reflect on how the coaching went.

5. **Integrating New Media Literacies in Instruction Project** (40 points or 40% of course grade). In this assignment, you will have an opportunity to apply what you have learned about new and emerging media literacies by developing a sample weeklong unit of study (assume about 1 hour of class per day for five days) in a language arts or a content area classroom of your choice. The unit of study must also include a writing component that could focus on writing development, writing processes (e.g., revising, audience), or foundational writing skills (e.g., spelling, sentence construction, word processing). You will also share your work/unit of study with classmates in order to get their feedback. An example might be a unit of study focused on teaching middle level students the skills necessary, in addition to foundational literacy skills, when the goal is to understand and communicate new information on the Internet. Another example might be a unit of study aimed at using iPads to promote and support foundational literacy skills (e.g., phonemic awareness, writing) among first grade students experiencing reading or writing difficulties.

Your unit of study should be informed by relevant theories, research, and practice with respect to the integration of new and emerging media literacies across the school curriculum. In developing the unit of study, you should provide:

- a rationale for developing the unit for the target group of students in your selected classroom,
- a list of student learning outcomes tied to the appropriate language arts or content area standards (e.g., must include ELAR standards, Writing standards, and Technology standards),
- the overall plan for implementing the unit of study,
- the new media literacies tools and/or materials used in the unit of study,
- the instructional strategies used, and
- the evaluation plan for assessing the learning outcomes have been achieved.

You will have an opportunity to present your proposed unit of study by using one or more media technology tools of your choice (e.g., Podcast, narrated PPT or Prezi presentation, Voice Thread, other). The proposed unit of study will be evaluated on the extent to which you have effectively

integrated new media literacies tools and practices to promote and/or strengthen students' literacy development and/or content learning. More details about the specific requirements for this assignment will be provided at the appropriate time in the semester.

6. **Final Exam** (5 points or 5% of course grade) There will be a final exam that will cover material addressed in course notes, videos, and assigned readings. The content of the final exam, which will consist of a constructed response answer, is designed to probe your level of preparedness in understanding and using information communication technologies to promote and support literacy assessment and instruction in your classroom settings.

7. **Program Portfolio Artifact (QEP)** (5 points or 5% of course grade)
Description: This assignment is designed to assure that you successfully and competently build your Program Portfolio the goal of which is to show ways in which your work in this program has enabled you to provide evidence, aligned with state and national standards, of your preparation to become a literacy leader. As you already know, the successful completion and presentation of your portfolio is a requirement for graduation from this program. Creating your portfolio will be an incremental process spanning the entirety of your time at UT Tyler. That is, this assignment is present in each course in your Master of Education in Reading program. In each course, including this one, you will (1) select your artifact from work already accomplished in this course this semester; (2) select an ILA national standard AND a TExES state standard for Reading Specialists about which this artifact is evidence of your mastery; (3) write your description of the course artifact; and (4) write your argument/rational for the course artifact.

PORTFOLIO NARRATIVE DIRECTIONS - You will write an entry, accounting for your COURSE ARTIFACT assignment, for your end-of Program Portfolio. You will write two dense (at least 6 sentences each), well-written paragraphs:

- 1: DESCRIPTION of the COURSE ARTIFACT assignment and how YOU completed it. (One Paragraph)

- 2: ARGUMENT/RATIONALE for the inclusion of your COURSE ARTIFACT as EVIDENCE of you meeting one of the ILA Standards (1-7) and one of the TExES Standards (l-lV). In other words, what standards and why (how) does your COURSE ARTIFACT PROVE that you are competent in the chosen standards? Provide specific evidence from your project in support of your argument for why various aspects prove your competency. Directly tie your argument/rationale back to the ILA and TExES Standards. (One Paragraph)

Evaluation and Grading Guidelines and Criteria: All written work should be typed (double-spaced, using a 12 pt. New Times Roman font, with one-inch margins, & page numbered), properly labeled, and carefully proofread and edited. Use APA guidelines for writing style, citations, and referencing. The criteria for determining your final grade are outlined below.

<mark>*Last day to Withdraw from Course: March 30th*</mark>

Projects & Grading Criteria

Class Projects	Weight	Points	Due Dates
1. E-Learning, Readings, Discussions	20%	20 points	On-going
2. Poll & Post	5%	5 points	1, 2
3. Tech-Infused Literacy Exploration	15%	15 points	Week 5-8
4. Three Minute Mini	10%	10 points	Week 11
5. Integrating New Media Literacies	40%	40 points	Week 13
6. Program Portfolio Artifact	5%	5 points	Week 14
7. Final Exam	5%	5 points	Week 15
Totals	100%	100 points	

Performance Standards

Performance standards			
Points	Percent	Grade	Standard
93-100	93%	A	(Excellent) Superior
84-92	84%	B	(Good) Above Average
75-83	75%	C	(Undeveloped)Average
66=74	66%	D	(Poor) Below Average
00-65	65% or below	F	(Unacceptable)Mediocre

NEW Required Texts, Materials, & Supplies:

Core Readings: The core readings selected for purposes of this course consist of book chapters, reports, and articles selected from new literacies handbooks, literacy journals, and other relevant sources (see list of journals and list of references below). These materials will provide a focus for the course and information useful for class discussions, projects, and related activities.

Required Books

1. Burns, M. (2024) *EdTech essentials: 12 strategies for every classroom in the Age of AI.*

2. Dowd, H. & Green, P. (2019). *Classroom management in the digital age: Effective practices for technology-rich learning spaces*. EdTech Team Press.
   ISBN-10: 1945167122
   ISBN-13: 978-1945167126

3. Geneva, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). New York: Teachers College.

4. *Publication Manual of the American Psychological Association:* 7th Edition, (2020)
   APA 7th Edition

5. Individual Choice Book: Must select by week 3. Must acquire by week 5. (See pages 4-5)

6. A collection of articles and reports extracted from journals, books, and websites.
   a. National Council of Teachers of English (NCTE) Position Statements:
      i. Code of Best Practices in Fair Use for Media Literacy Education
      ii. Beliefs for Integrating Technology into the English Language Arts Classroom

Recommended Websites

1. [New Literacies Research Lab](#)
2. [National Education Association Policy Statement on Digital Learning](#)
3. [New Media Literacies](#)
4. [New Literacies Collaborative](#)

Recommended Journals

a. *American Educational Research Journal*
b. *Educational Leadership*
c. *Journal of Adolescent and Adult Literacy*
d. *Journal of Educational Psychology*
e. *Journal of Learning Disabilities*
f. *Journal of Literacy Research*
g. *Language Arts*
h. *Reading Research Quarterly*
i. *Tapestry Journal*
j. *The Reading Teacher*

Note: *A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

READ 5303-060: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES
Tentative Schedule Spring 2023

Topical Outline & Schedule: The following tentative course calendar is subject to change due to the nature of the course, which emphasizes wide reading, reflection, and critical inquiry. Adjustments to class sessions and modules will be made as determined by progress made in accomplishing the objectives of each class session.

WEEK# MODULE# BEGIN DATE	ACTIVITIES and ASSIGNMENTS	DUE DATES
WEEK 1 MODULE 1 M 1/12	**READ:** 1-Article: Kist & Pytash (2015) I love to flip new literacies. 2-Textbook#1: Burns (2024) Introduction + Ch. 1 – Navigate Online Spaces Effectively **LECTURE NOTES:** Course Overview **ASSIGNMENT:** 1-Poll **WHOLE CLASS DISCUSSION:** 1-Post & Comments over readings 2-Video Introductions – Classmate Meet and Greet	**1/18 11:59 PM**

	READ:	
WEEK 2 **MODULE 2** **M 1/19**	**READ:** 1-Article: Lopera, G. (2023). Reading, Writing and Reading Comprehension: Coexistence between Printed and Digital Media. 2-Textbook#1 Ch. 2 – Burns, Curate Resources to Support Every Student 3-Textbookk#2 Dowd & Green – Preface, Introduction, & Ch.1: "Classroom procedures," pp. xi-20. **LECTURE NOTES:** New Literacies: An Overview **ASSIGNMENT:** 1-Post **WHOLE CLASS DISCUSSION:** Post & Comments over readings	**1/25** **11:59 PM**
WEEK 3 **MODULE 3** **M 1/26**	**READ:** 1-Article. Jenkins et al. (2006). Confronting the challenges of participatory culture. [White paper.] READ SELECTIVELY. Pay particular attention to the front matter (pp. 3-20) 2-Textbook#1 Ch. 3 – Generate Ideas and Resources with Artificial Intelligence 3-Textbook#2 Ch.2– Dowd & Green, "Classroom rules and expectations," pp. 21-37. **LECTURE NOTES:** Exploring Theoretical, Research, and Practical Aspects of New Literacies **WHOLE CLASS DISCUSSION:** Post & Comments over readings **PROJECT:**	**2/1** **11:59 PM**
WEEK 4 **MODULE 4** **M 2/2**	**READ:** 1-Article. Kist, W. (2013, March). New literacies and the Common Core. Educational Leadership, 38-43. 2-Textbook#1 Ch. 4 – Burns, Evaluate digital Content with an AI Mindset 3-Textbook#2 Ch. 3 – Dowd & Green, "Teaching tips and strategies," pp.39-61. **LECTURE NOTES:** New Literacies & The Common Core State Standards	**2/8** **11:59 PM**

	WHOLE CLASS DISCUSSION: Post & Comments over readings	
WEEK 5 **MODULE 5** **M 2/9**	**READ:** 1-Textbook#1 Ch. 5 – Burns, Explore the World with Students 2-Textbook#2 Ch. 4– Dowd & Green, "Partnering with parents," pp. 63-68, and "Parting Words" on following page. **LECTURE NOTES:** Using Mobile Technologies to Support New Literacies Instruction in K-12 Settings **WHOLE CLASS DISCUSSION:** Post & Comments over readings **PROJECT:** 1-Tech-Infused Literacy Exploration • You will identify specific literacy objectives or skills you aim to reinforce or introduce to your students. You will research and select various digital tools, applications, or platforms that align with your literacy goals.	**2/15** **11:59 PM**
WEEK 6 **MODULE 6** **M 2/16**	**READ:** 1-Article: Northrop & Killeen (2013). A framework for using iPads to build early literacy skills. The Reading Teacher, 56(7), 531-537. 2-Textbook#1 Ch. 6. Burns, Collaborate Across Digital Spaces **LECTURE NOTES:** Using iPads to support New Literacies Instruction in K-12 Settings **PROJECT:** Tech-Infused Literacy Exploration • **Week 6**: You will design and teach a tech-infused literacy lesson or activity that focuses on your literacy goal.	**2/22** **11:59 PM**
WEEK 7 **MODULE 7** **M 2/23**	**READ:** 1-Textbook#1 Ch. 7. Burns, Create Multimodal Artifacts of Learning 3-Textbook#2 – Dowd & Green, PARTING WORDS & RESOURCES, at end of book – pp. 63-73. Consider the potential of each resource as you begin to think about your project. **LECTURE NOTES:** Internet Reciprocal Teaching: A Strategy for Integrating the New Literacies of Online Reading Comprehension	**3/1** **11:59 PM**

	WHOLE CLASS DISCUSSION: Post & Comments over readings **PROJECT:** 1-Integrating New Media Literacies in Instruction Project: Brainstorm ideas. 2-Tech-Infused Literacy Exploration • **Week 7**: You will reflect on the effectiveness of your tech-infused literacy lesson in supporting the literacy development of your students.	
WEEK 8 **MODULE 8** **M 3/2**	**READ:** 1-Textbook#1 Ch. 8. Burns, Assess to Check for Understanding and Pivot Instruction **LECTURE NOTES:** Designing Instruction Units to Support New Literacies Integration **PROJECT:** 1-Three Minute Mini Instructional Demonstration Proposal 2-Integrating New Media Literacies in Instruction Project: Begin to draft your plan. 3- Tech-Infused Literacy Exploration • **Week 8**: You will collaborate with your peers in a Real Time Group Meeting to share your insights and findings regarding your tech-infused lesson.	**3/8** **11:59 PM**
3/9 – 3/13	**Spring Break**	
WEEK 9 **MODULE 9** **M 3/16**	**READ:** 1-Article: Rogers (2015): "Five easy ways to bring blogging into your classroom" p. 38-40. 2-Textbook#1 Ch. 9. Burns, Share Student Creations in Big and Small Ways **LECTURE NOTES:** Use of Blogging to Enhance Student Reading & Writing Online **PROJECT:** 1-Integrating New Media Literacies in Instruction Project: Share your DRAFT with peers for feedback.	**3/22** **11:59 PM**
WEEK 10 **MODULE 10** **M 3/23**	**READ:** 1-Textbook#1 Ch. 10. Connect Students to Authentic Audiences	**3/29** **11:59 PM**

	2-Article: Ellison, T. L. (2023). Normalizing black Students/Youths and their Families' Digital and STEAM Literacies. *The Reading Teacher*, pp 1-7. **LECTURE NOTES:** Supporting English Learners (ELs) With New Literacies Instruction **PROJECT:** 1-Integrating New Media Literacies in Instruction Project: Continue to draft your plan.	
WEEK 11 **MODULE 11** **M 3/30** **Last Day to withdraw from classes 3/30**	**READ:** 1-Textbook#1 Ch. 11. Burns, Transfer Skills Across Digital Spaces **LECTURE NOTES:** Teacher Professional Development for 21st Century Educators **ASSIGNMENT:** Three Minute Mini Instructional Demonstration – Submit your mini lesson video. **PROJECT:** 1- Integrating New Media Literacies in Instruction Project: Keep drafting your plan.	**4/5** **11:59 PM**
WEEK 12 **MODULE 12** **M 4/6**	**READ:** 1-Textbook#1 Ch. 12. Burns, Plan for Tech-Rich Learning Experiences **LECTURE NOTES:** Promoting Socially and Ethically Responsible Use of Information Communication Technologies in the Classroom **PROJECT:** 1- : Pair with and coach a classroom teacher on how to use the new media literacy tool that you chose in your three-minute mini teaching demonstration in order to enhance their literacy instruction. Reflect on how the coaching went. 2 - Integrating New Media Literacies in Instruction Project: Final revisions/edits. Contact the UT Tyler Writing Center for help with editing. https://www.uttyler.edu/writingcenter/	**4/12** **11:59 PM**
WEEK 13 **MODULE 13** **M 4/13**	**READ:** 1.-Textbook#1 Burns, Appendix A,B,C,D,E **PROJECT:** 1-Integrating New Media Literacies in Instruction Project: Submit final draft plan in Canvas.	**4/19** **11:59 PM**
WEEK 14 **MODULE 20**	**PROJECT:**	**4/26** **11:59 PM**

M 4/21	1- Integrating New Media Literacies in Instruction Project: Presentation.	
	2- Program Portfolio Artifact	
Last Week of Classes		
WEEK 15 MODULE 15 M 4/27	**ONLINE FINAL EXAM** **ONLINE COURSE EVALUATION**	**4/29 11:59 PM**
Finals Week		

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