

Media Education Lab

M 4-5:50pm

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What are the critical, timely issues or questions that a progressive media studies program should grapple with? What curricula can prepare today's and tomorrow's students to function effectively as media critics, scholars, artists, managers, and producers in an increasingly global, digital, competitive landscape? What resources are required to put this curriculum into action? These are the questions that we address in this course. Students (1) complete readings on the philosophy of education, educational technology, and media education, and (2) maintain personal blogs where they post their responses to the course readings and weekly discussion themes; (3) conduct reviews of existing media curricula at The New School and at institutions around the world; (4) meet with experts in media education and educational technology; (5) build, collectively, a publicly accessible media education resource website; and (6) develop, in small groups, media curriculum proposals that will be presented to representatives from the New School's administration.

Expectations:

Attendance: You are permitted two absences. Any absences in excess of two will negatively affect your final grade, and more than five absences will prohibit you from passing the course.

In-class Participation: 15%.

Blog Entries: 25%. Before each class meeting you are to respond to each week's blog "prompt" in a 200-word-minimum post to your Blackboard Blog. Posts are due by **noon on Mondays**.

Resources Page: 25%: Students will collectively build a publicly accessible website containing resources on and for media education.

Final Report: 30%. The quality of the final report hinges on our contributions as individuals and as a group. The final report is to reflect a *student's* perspective on the state of the field and the state of media studies at The New School, and to provide recommendations for new curriculum and facilities development. Due **May 12 @ 4pm**.

Self Assessment: 5%. At the end of the semester, each of you will be asked to submit to the instructors, via email, a 500-word statement addressing what you've learned from this experience and what you wish you *would* have learned; what you felt especially well prepared for and what you wish you had been *better* prepared for; how this experience has contributed, if at all, to your intellectual, professional, or personal growth; and how you've contributed to the collaborative project. Due **May 12 @ 4pm**.

Required Texts:

- John Dewey, *Democracy and Education* (New York: Free Press, 1997). [available online]
- Neil Postman, *The End of Education: Redefining the Value of School* (New York: Vintage, 1996).

Students are expected to regularly refer to both *The Chronicle of Higher Education* and *Inside Higher Ed*

- *The Chronicle* is available at www.chronicle.com; you can access archived and subscriber-only materials through the electronic resources on the New School libraries' website.
- *Inside Higher Ed* is available at www.insidehighered.com
- Spotlight Blog: MacArthur Digital Meaning and Learning initiative: <http://spotlight.macfound.org/>
- Educause Quarterly: <http://connect.educause.edu/apps/eq/index.asp>
- Hastac: <http://www.hastac.org/node/1112>, <http://www.hastac.org/node/1111>

Jan. 28:

INTRODUCTION

Feb. 4:

THE HISTORY OF MEDIA EDUCATION (Peter)

Read:

John Dewey, *Democracy and Education*: http://en.wikisource.org/wiki/Democracy_and_Education, Chapters 1 & 12

H. M. McLuhan, "Project in Understanding New Media: Sample of Syllabus" In *Understanding Media: The Extensions of Man*, W. Terrence Gordon, Ed. (Corte Madera, CA: Gingko Press, 2003): 515-537.

John Culkin, "Why Study the Media" excerpt from doctoral dissertation, Harvard Graduate School of Education (1964): http://www.medialit.org/reading_room/article430.html

Gerald O'Grady, "The Preparation of Teachers of Media" *The Journal of Aesthetic Education* 3:3 (July 1969): 113-134.

Blog:

What is the relationship between progressive education and media studies? What are some of the reasons why media studies emerged differently in North America than in Europe? What are the differences and similarities between media education today and thirty years ago?

Feb. 11:

THE HISTORY OF MEDIA EDUCATION, CONTINUED

Read:

Neil Postman, *The End of Education: Redefining the Value of School* (New York: Vintage, 1996).

Blog:

What educational philosophies have media instructors adopted? Which do you think are most effective for teaching media theory and/or practice? How has media pedagogy evolved in response to changes in the media landscape and the academy?

Feb. 19 (TU):

THE STATE OF THE FIELD

Read:

Renee Hobbs, "Seven Great Debates in the Media Literacy Movement – Circa 2001" *Center for Media Literacy*: http://www.medialit.org/reading_room/article2.html

Henry Jenkins, "Confronting the Challenges of Participatory Culture: Media Education for the 21st Century" [white paper] *Building the Field of Digital Media and Learning* (MacArthur Foundation, 2006): <http://tinyurl.com/2tegil>

Blog:

What do you see as the trajectory of media education in the next 5 years and beyond? How have new media technologies necessitated changes in the field and the way it's taught?

Feb. 25:

THE STATE OF THE FIELD, CONTINUED

Read:

Woodie C. Flowers, "On a Liberal Education for the 21st Century" [video – begin at 32:51: <http://mitworld.mit.edu/video/373/>]

Janet H. Murray, "Humanistic Approaches for Digital-Media Studies" *The Chronicle of Higher Education* (24 June 2005)

Elizabeth Van Ness, "Is a Cinema Studies Degree the New MBA?" *The New York Times* (6 March 2005)

Blog:

Is the study of media a liberal art? Is it part of the humanities? What are its practical dimensions? Where does it fit within education and academia today – and depending on that position, what might be media studies' primary objectives or learning goals?

Mar. 3: **THE FIELD WITHIN THE UNIVERSITY**
Read: Media Studies Task Force report
Syllabi of Select Media Studies Courses
Visitor: Representative from Media Studies Task Force
Blog: *How do we assess the strengths and weaknesses in the University's current media Studies course offerings and programming and media facilities? How do we capitalize on the strengths?*

Mar. 10: **CURRICULUM DESIGN**
The first three readings address curriculum design generally, while the last two focus on defining our field's focus and establishing its curriculum.
Read: Michael G. Dolence, "The Curriculum-Centered Strategic Planning Model" *Educause*:
<http://www.educause.edu/LibraryDetailPage/666?ID=ERB0410>
Alma Clayton-Pedersen and Nancy O'Neill, "Curricula Designed to Meet 21st Century Expectations" *Educause*: <http://www.educause.edu/LibraryDetailPage/666?ID=PUB71011>
Claudia A. Perry, "Information Technology and the Curriculum: A Status Report" *Educause*:
<http://www.educause.edu/LibraryDetailPage/666?ID=EQM0444>
William G. Christ and W. James Potter, "Media Literacy, Media Education, and the Academy" *Journal of Communication* (Winter 1998): 5-15.
Douglas Kellner & Jeff Share, "Critical Media Literacy Is Not an Option" *Learning Inquiry* (2007): 59-69.
Blog: *Consider a few undergraduate and graduate programs curricula: what logic underlies their design? What variables influence curriculum design? How might we design our own curriculum?*

Mar. 17: **NO CLASS – SPRING BREAK**

Mar. 24: **MORE TEACHING ABOUT MEDIA**
Read: TeachingMediaLiteracy.com:
<http://www.tc.umn.edu/~rbeach/linksteachingmedia/index.htm>
The next two readings address innovative approaches to teaching foundations and survey courses in art, but we can apply their lessons to media studies.
Kate Morrison Catterall and Helen Maria Nugent, "W.A.R.P.: A Radical Solution to Teaching Foundations" *Art Journal* 58:1 (Spring 1999): 4-9.
Peggy Phelan, Kevin Concannon, Irina D. Costache, Kathleen Desmond, et. al. "Art History Survey: A Round-Table Discussion" *Art Journal* 64:2 (Summer 2005): 32-
The next reading questions how production courses should be integrated into a media studies curriculum.
Joanna Hershfield & Anna McCarthy, "Media Practice: Notes Toward a Critical Production Studies" *Cinema Journal* 36:3 (Spring 1997): 108-112.
Trebzor Sholz, "New-Media Art Education and Its Discontents" *Art Journal* 64:1 (Spring 2005): 95-108.
Review the responses to Trebzor's "New Media Education and Its Discontent" post to the *Nettime* listserv in October 2003: <http://www.mail-archive.com/nettime-l@bbs.thing.net/msg01173.html>
Blog: *How do your own instructors teach about media? What teaching methods have you found to be most effective in various media classes – management, theory, production, etc.? How do new media require a new approach to pedagogy?*

Mar. 31:

MEDIA SPACES (Shannon)

Read:

Malcolm Brown, "Learning Spaces" *Educause*: <http://www.educause.edu/LearningSpaces/6072>

John Weber, "Thinking Spatially: New Literacy, Museums, and the Academy" *Educause*.
<http://www.educause.edu/LibraryDetailPage/666?ID=ERM0716>

Geoffrey Freeman, "The Library as Place: Changes in Learning Patterns, Collections, Technology, and Use" In Council on Library and Information Resources (Ed.), *Library as Place: Rethinking Roles, Rethinking Space* (Washington, DC: Council on Library and Information Resources, 2005).

Sam Demas, "From the Ashes of Alexandria: What's Happening in the College Library?" In Council on Library and Information Resources (Ed.), *Library as Place: Rethinking Roles, Rethinking Space*. (Washington, DC: Council on Library and Information Resources, 2005).

Any web accessible documents on The New School's new signature building: TBD

Peter Monaghan, "Where High Tech Meets High Concept" *The Chronicle of Higher Education* (23 February 2007)

Visitor:

Robert Kirkbride

Blog:

How can the design of educational spaces embody, or activate, an educational philosophy? What kind of spatial requirements do libraries, media classrooms and production facilities present? How can these spaces foster learning?

Apr. 7:

ONLINE EDUCATION

Read:

Skim recent issues of *Innovate: Journal of Online Education*:

<http://www.innovateonline.info>

Skim recent issues of the *Journal of Interactive Media in Education*: <http://www.jime.open.ac.uk/>

Visitor:

Josephine Dorado

Blog:

Describe your own experiences in online classes, if you've had any. How is an online class different from an on-site class? How much of the on-site experience can, or should, be replicated online? Should we be thinking of online courses as a different "species" of learning experience, and thus approach their design differently than we would for a "traditional" course? How can online media be effectively used in the on-site classroom? What are some of the new teaching techniques or technologies that have been implemented in our own program and in other programs you've been involved with?

Apr. 14:

.WMV, .MOV, .RM, .AVI, .MPG, WIKIS, BLOGS, AND THE NEW LANGUAGE OF EDUCATIONAL MEDIA

Read:

For this week, students will break up into five groups, each of which will review a set of resources (including similar sites that you identify independently), compare/contrast the various resources, and report on these technologies to the class.

Group 1: Academic Blogs, Wikis, and Alternative Publishing Forms:

- Elia Powers, “An Academic Blog for Students” Inside Higher Ed (9 June 2006): <http://www.insidehighered.com/news/2006/06/09/blog>
- Blogs in Education: http://www.ibritt.com/resources/wp_blogs.htm
- Jeffrey R. Young, “Forget E-Mail: New Messaging Service Has Students and Professors Atwitter” The Chronicle of Higher Education (29 February 2008).
- Media Commons: <http://tinyurl.com/yttu22> and <http://mediacommons.futureofthebook.org/>

Group 2: Recorded Lectures:

- Luke Fernandez, “I Upload Audio, Therefore I Teach” The Chronicle of Higher Education (5 January 2007)
- Tara Brabazon, “Mobile Learning: the iPodification of Universities” Nebula (April 2007): <http://www.nobleworld.biz/images/Brabazon.pdf>
- iTunesU: <http://www.apple.com/education/itunesu/>

Group 3: Teaching with Games

- FutureLab, “Teaching with Games”:
http://www.futurelab.org.uk/projects/teaching_with_games
- Serious Games Initiative: <http://www.seriousgames.org/index2.html>

Group 4: Open Courseware:

- MIT Open Courseware: <http://ocw.mit.edu/> and MIT World: <http://mitworld.mit.edu>
- Open Educational Resources Commons: <http://www.oercommons.org/>
- OpenLearn Learning Space: <http://openlearn.open.ac.uk/>
- American University’s Center for Social Media: <http://www.centerforsocialmedia.org/>

Group 5: Open Source Course Management Systems and Teaching Tools:

- Wikiversity: http://en.wikiversity.org/wiki/Wikiversity:Main_Page
- Slideshare: <http://www.slideshare.net/> Elgg: www.elgg.net
- Exploratree: <http://www.exploratree.org.uk/>
- Online Learning and Training: <http://www.olat.org/website/en/html/index.html>
- Sophie: <http://sophieproject.org/>

ALL: The Consequences and Lessons of Podification:

- James M. Lang, “A Brain and a Book” The Chronicle of Higher Education (29 May 2007)
- Lisa Guernsey, “In the Lecture Hall, a Geek Chorus” The New York Times (24 July 2003).
- Edward J. Maloney, “What Web 2.0 Can Teach Us About Learning” The Chronicle of Higher Education (5 January 2007)
- Economist Online Debate: Proposition: “The continuing introduction of new technologies and new media adds little to the quality of most education.”:
<http://www.economist.com/debate/index.cfm?action=hall>
- Elizabeth Losh, “Teaching Digital Rhetoric” Institute for Distributed Creativity Listserv (17 December 2007): <https://lists.thing.net/pipermail/idc/2007-December/003015.html>

Blog:

How might these resources inform teaching and learning? Is their influence beneficial or deleterious? How might they be most effectively applied?

Apr. 21: **TEACHING WITH MEDIA**

Read: **ALL:** Bryan Alexander, "Using Technology in Teaching and Learning: Resources to Help You Navigate a Digital World" Association of College and Research Libraries:
<http://www.ala.org/ala/acrl/acrlpubs/crlnews/backissues2007/february07/techteachlearn.htm>

Group 1 will evaluate the projects supported by these universities' educational technology centers:

- Center for New Designs in Learning & Scholarship @ Georgetown: <http://cndls.georgetown.edu/>
- Insead Center for Advanced Learning Technologies: <http://www.calt.insead.edu/?pagename=HomePage>
- Georgia Institute of Technology Electronic Learning Communities: <http://www-static.cc.gatech.edu/elc/index.shtml>
- Stanford Center for Innovations in Learning: <http://scil.stanford.edu/research/index.html>
- London Knowledge Lab: <http://www.lkl.ac.uk/cms/>
- Jennifer Howard, "Harvard Humanities Students Discover the 17th Century Online" The Chronicle of Higher Education (26 October 2007).

Group 2 will evaluate the projects supported by these institutions and organizations:

- Carnegie Foundation for the Advancement of Teaching, Knowledge Media Laboratory: <http://www.carnegiefoundation.org/programs/index.asp?key=38>
- Visible Knowledge Project: <http://crossroads.georgetown.edu/vkp/>
- Virtual Knowledge Studio: <http://www.virtualknowledgestudio.nl/projects/>
- The Gilder Lehrman Institute of American History: <http://www.gilderlehrman.org/> → See "For Teachers and Students"
- Edutopia: <http://www.edutopia.org/>
- Institute for the Future of the Book: <http://www.futureofthebook.org/blog/>
- Select video lectures from Media, Education, and the Marketplace, MIT, Fall 2001: <http://ocw.mit.edu/OcwWeb/Comparative-Media-Studies/CMS-930Media--Education--and-the-MarketplaceFall2001/VideoLectures/index.htm>

Blog: *What services do these organizations provide, and what are their primary educational goals? How successful are they in achieving their goals? What do they regard as the benefits of integrating media technologies into education? What are the potential drawbacks? Do you agree that their proposed uses of media open up new educational possibilities? What is gained and what is lost through the application of these educational media?*

Apr. 28: **WORKSHOP**

May 5: **MOCK PRESENTATION AND FINAL EDITS**

May 12: **PRESENTATION TO UNIVERSITY ADMINISTRATION**