



Designing a Course that Promotes Digital Literacy without Distracting from Learning Social Justice: Podcasting for Change

Dr. Aaron D. Clevenger, Embry-Riddle Aeronautical University
Honors Adjunct Professor

Background of Course

In 2014 a Social Media for Social Change course was designed and delivered to 20 first year Honors students. The course was designed using a backward instructional design model with the intent of teaching students how to create a social change campaign using three forms of social media. At the completion of the course assessments showed that students found the assignment and the course to be more of a social media campaign course than a social justice course. The chief reason for this was found to be the design of the final course assignment. While there are many reasons to study social media campaigns the purpose of social justice and the purpose of the course was not fully realized through the social media assignment. The purpose of this study was to redesign the course in 2015 and assess whether a digital literacy assignment could be created that did not distract from the course's specified student learning outcomes.

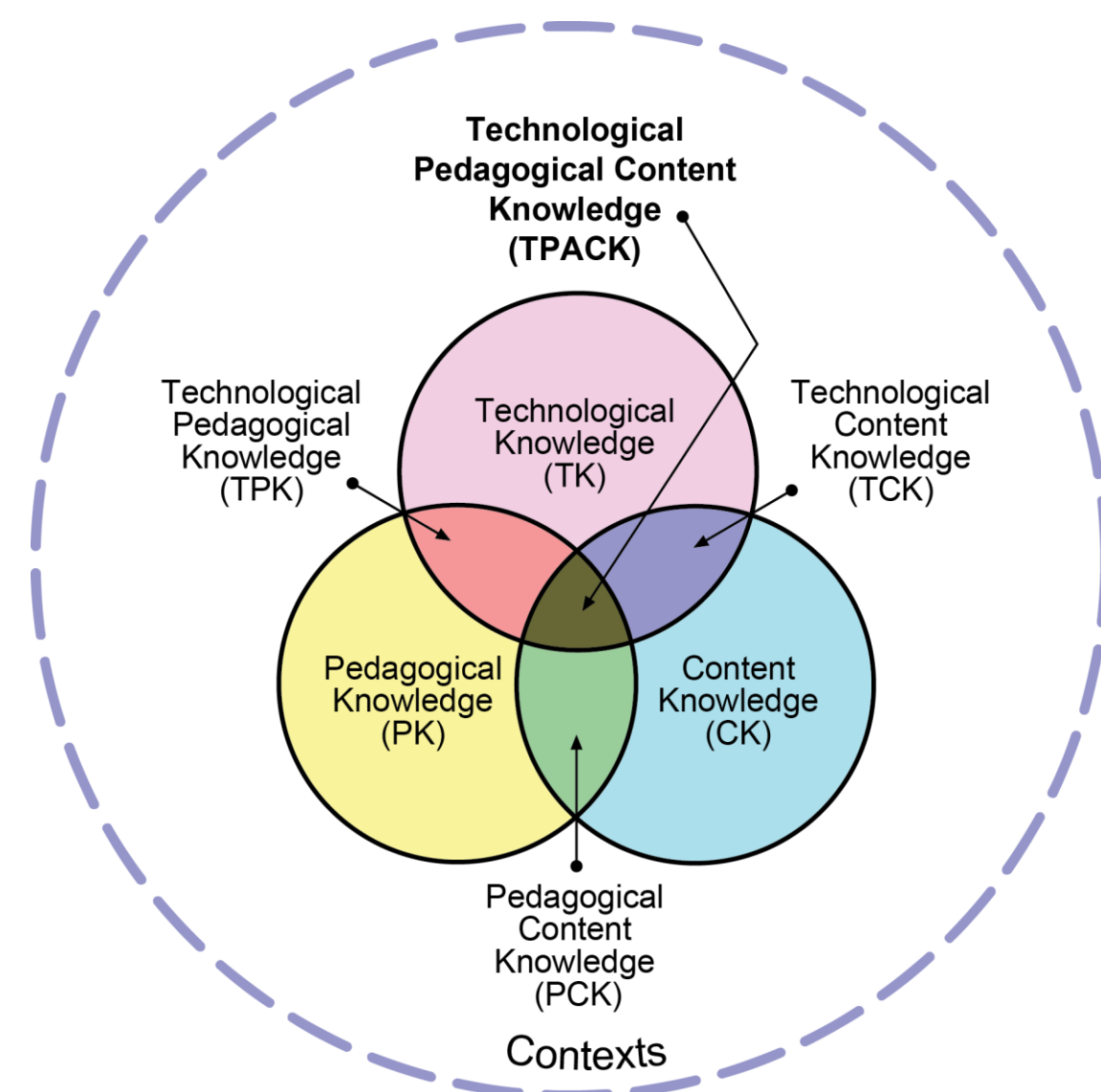
Objectives of Study

Determine if:

1. a social movement-based podcast assignment can be designed to promote digital literacy without distract the students from learning social justice objectives.
2. a digital literacy based social movement assignments is able to elicit metacognitive learning

Instructional Theory

The course was redesigned utilizing the TPACK model. Ensuring that the technological knowledge taught to the students through the Digital Design Studios was in balance with the content knowledge taught through the course. In addition, the CTLE assisted in ensuring that pedagogical knowledge was balanced in the redesigned course.



Ensuring the Content Knowledge

Many of the assignments that were utilized in 2014 were reused in the course redesign however they were carefully considered as to how their purpose met the learning outcomes for the course. To ensure that the course was appropriately designed from a Content Knowledge perspective Krathwohl's (2002) revised taxonomy was used to map the assignments. By mapping the assignments for where they fell within the taxonomy allowed for proof that the content knowledge was being assured at both a concrete and abstract level and that the content was being taught to support the lower order to the highest order thinking skills.

Table 1. Krathwohl's Knowledge Dimension

The Knowledge Dimension			
Concrete Knowledge		Abstract Knowledge	
Factual	Conceptual	Procedural	Metacognitive
<ul style="list-style-type: none"> • Knowledge of the terminology • Knowledge of specific details and elements 	<ul style="list-style-type: none"> • Knowledge of Classification and Category • Knowledge of Principles and Generalizations • Knowledge of theories, models, and structure 	<ul style="list-style-type: none"> • Knowledge of subject specific skills and algorithms • Knowledge of subject specific techniques and methods • Knowledge of criteria for determining when to use appropriate procedures 	<ul style="list-style-type: none"> • Strategic Knowledge • Knowing about cognitive tasks including appropriate contextual and conditional knowledge • Self Knowledge

Table 2. Krathwohl's Cognitive Process Dimension

The Cognitive Process Dimension					
Lower Order Thinking Skills			Higher Order Thinking Skills		
Remember	Understand	Apply	Analyze	Evaluate	Create
<ul style="list-style-type: none"> • Recognizing • Recalling 	<ul style="list-style-type: none"> • Interpreting • Exemplifying • Classifying • Summarizing • Inferring • Comparing • Explaining 	<ul style="list-style-type: none"> • Executing • Implementing 	<ul style="list-style-type: none"> • Differentiating • Organizing • Attributing 	<ul style="list-style-type: none"> • Checking • Critiquing 	<ul style="list-style-type: none"> • Generating • Planning • Producing

Table 3. Krathwohl's Taxonomy Table

Taxonomy Table						
Knowledge	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual		X				
Conceptual	X					
Procedural				X		
Metacognitive					X	X

Results

In 2014 a quarter of the cohort in HON 150 stated that they felt the course and the social media assignment was design to teach the concept of social media instead of either the concept of social injustice or to teach a specific social injustice topic. Utilizing TPACK and Krathwohl's Taxonomy 71.4% felt that the assignment taught the appropriate SLOs.

Figure 1. 2014 Cohort Responses

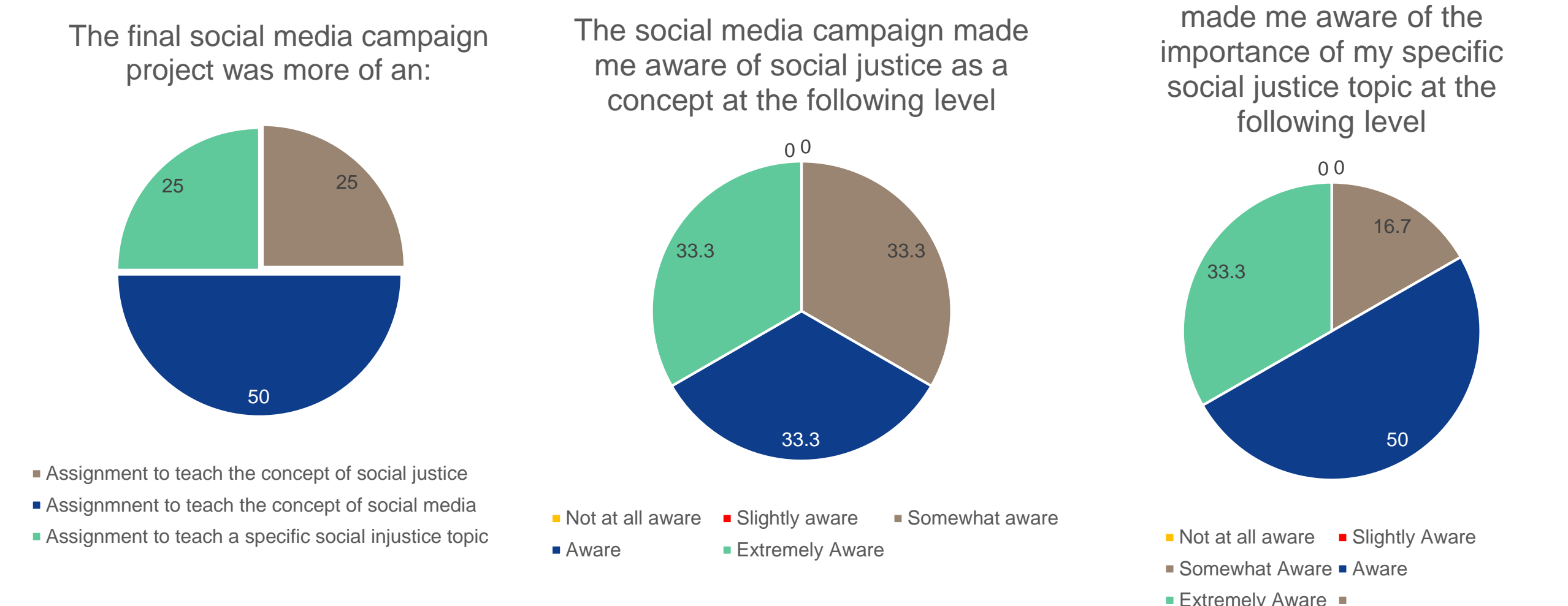
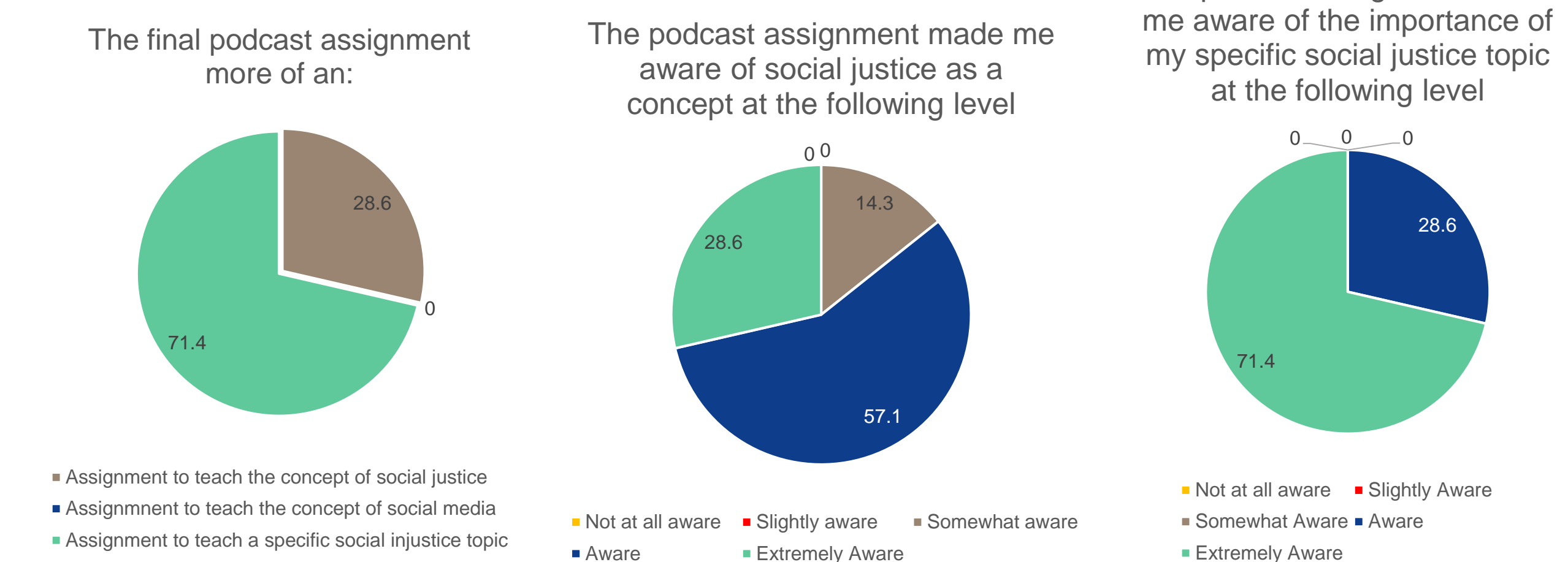


Figure 2. 2015 Cohort Responses



Conclusion

Findings:

1. When utilizing TPACK a professor or instructional designer can ensure that the content knowledge does not get overshadowed by the Technological Knowledge as was the case in 2014.
2. Utilizing Krathwohl or another taxonomy allows the designer to ensure that the student is learning from the most basic to the most involved parts of the topic.

Limitations:

15% response rate

References:

- Koehler, Matt. "TPACK Explained." *TPACKorg*. Web. 29 Feb. 2016.
 Krathwohl, David R. "A Revision of Bloom's Taxonomy: An Overview." *Theory Into Practice* 41.4 (2002): 212-18. Web.