

COMM3930: Special Topics: COMMUNICATION, EDUCATION & NEW MEDIA

Spring Semester 2017
Saint Louis University, Madrid

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| Instructor: Dr. Joan Pedro E-mail: pedroj@slu.edu Department of Communication Office Hours: Monday, 14.00-16.00, 17.15-18.15 / Wednesday, 14.00-16.00, 17.15-18.15, San Ignacio Hall, 313. | Monday & Wednesday: 16:00 to 17:15. Padre Rubio Hall 4 Course Credit: 3.0 Hours |
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COURSE DESCRIPTION & OBJECTIVES

The expansion of the synergies between Communication, Education and New Media in today's globalization period has prompted the development of a new academic field called *EduCommunication*. Since the field was recognized by UNESCO in 1979, international organizations, social movements, governments and scholars have become increasingly interested in studying the interrelations that are developing between the three elements. This course will provide an overview of the main theoretical perspectives and concepts on this topic with the aim of developing a toolbox for students to carry out a critical analysis of the ongoing process of integration of the communication and the education systems that is taking place through new information technologies. To this end, the course will focus specifically on two areas: 1. The uses of new media in communication studies (education for communication) and 2. The uses of new media in educational communication (communication for education). Students will analyze the educational and communicative uses of YouTube, Wikipedia, Facebook, alternative social networks, free e-learning software, Google, Twitter, blogs, e-mail, cell-phones and other technologies. A digital platform will be created on Google Forms for students to elaborate a protocol of analysis and carry out the study of these technologies.

MATERIALS

Most readings and videos for this course are available on the internet and other materials will be provided to the students sufficiently in advance.

Schedule

(This is a tentative schedule and subject to change depending on your learning needs)

| Meeting Day | Topic | Assignments | Readings |
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| Wed, Jan 11 | Introduction to the course | Getting to know each other | |
| Mon, Jan 16 | Techno-Utopia vs Techno-Dystopia I | In-class oral discussion on the pros and cons of the internet | Morozov, E. (2009). "The Internet in Society: Empowering or Censoring Citizens?", <i>RSA</i> . https://www.youtube.com/watch?v=Uk8x3V-sUgU |
| Wed, Jan 18 | Techno-Utopia vs Techno-Dystopia II | | McMillen, S. (2009). "Amusing Ourselves to Death" (From Neil Postman). http://biblioklept.org/2013/06/08/huxley-vs-orwell-the-webcomic-2/ |
| Mon, Jan 23 | Techno-Utopia vs Techno-Dystopia III | Decision-making on loomio.org | Feffer, J. (2013). "Participatory Totalitarianism", <i>Foreign Policy in focus</i> . www.fpif.org/participatory-totalitarianism/ |
| Wed, Jan 25 | Possibilities and Limitations of New Media I | | Maxwell, R. & Miller, T. (2014). "The Problems and Possibilities of Social Media", <i>Psychology Today</i> . http://www.psychologytoday.com/blog/greening-the-media/201406/the-problems-and-possibilities-social-media?quicktabs_5=0 |
| Mon, Jan 30 | Possibilities and Limitations of New Media II | Quiz, Google Forms post due | Pedro, J. (2016). "The dialectical approach" (slides). |
| Wed, Feb 1 | Possibilities and Limitations of New Media III | SWOT analysis on Titanpad | Fenton, N. (2012). "The internet and social networking", in Curran, J. Fenton, N. & Freedman, D. <i>Misunderstanding the Internet</i> , pp. 123-148. London and New York: Routledge. |
| Mon, Feb 6 | Possibilities and Limitations of New Media IV | | Ballesteros, B., Luján, L. & Pedro, J. (2010). "The Political Economy of Communication: Power and Resistance, An interview with Vincent Mosco", <i>Global Media Journal - American Edition</i> , 10:17. http://lass.purduecal.edu/cca/gmj/fa10/gmj-fa10-article2-ballesteros-lujan-pedro.htm |
| Wed, Feb | Historizing | | Barranquero, A. (2011). "Rediscovering the |

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| 8 | EduComm I | | Latin American Roots of Participatory Communication for Social Change", <i>Westminster Papers in Communication and Culture</i> , 8(1), pp. 154-177. https://www.westminster.ac.uk/_data/assets/pdf_file/0018/93222/007WPCC-Vol8-No1-Alejandro_Barranquero.pdf |
| Mon, Feb 13 | Historizing EduComm II | | Pedro, J. (2014). "The Struggle between Utopian and Counter-Utopian Knowledge: From <i>Contemplatio</i> to EduCommunication for Social Change", <i>Globalization: Texts, Performances, Practices. Cross-Disciplinary International Conference</i> . |
| Wed, Feb 15 | Historizing EduComm III | | Pedro, J (2016). "Towards a Pluralist Epistemological Approach to the Study of New Media," <i>Audiovisualtopia International Conference</i> . |
| Mon, Feb 20 | EduComm & Social Networks I | Quiz, Google Forms post due | Turkle, S. "The Innovation of Loneliness" www.youtube.com/watch?v=c6Bkr_udado |
| Wed, Feb 22 | MIDTERM EXAM MIDTERM PAPER DUE | | |
| Mon, Feb 27 | EduComm & Social Networks II | Dialogue about connectedness and atomization on Loomio | Curtis, S. (2014). "Does Facebook really have a place in the classroom?", <i>The Telegraph</i> , 26 June. http://www.telegraph.co.uk/technology/facebook/10926105/Does-Facebook-really-have-a-place-in-the-classroom.html |
| Wed, Mar 1 | EduComm & Social Networks III | | Hampton, K., Rainie, L. <i>et al.</i> (2014). "Social Media and the 'Spiral of Silence'", <i>Pew</i> . www.pewinternet.org/2014/08/26/social-media-and-the-spiral-of-silence/ |
| Mon, Mar 6 | EduComm & Search Engines I | Dialogue | Pedro, J. (2012). "A Collection of Samples for Research in Google: Design and Application of a Sample Selection Method: Results and Problems of Research", <i>GMJ: Mediterranean Edition</i> , 7:1, pp. 29-40. http://globalmedia.emu.edu.tr/images/stories/ALL_ARTICLES/2012/Spring/4_Joan_Pedro.pdf |
| Wed, Mar 8 | EduComm & Search Engines II | | Google (2010). "Search Engine Optimization Starter Guide". http://static.googleusercontent.com/media/www.google.com/es//webmasters/docs/search-engine-optimization-starter-guide.pdf |
| Mon, Mar 13 | EduComm & Search Engines III | | Lohr, S. (2014). "Eric Schmidt Has an Interest. Is It a Conflict?", <i>The New York Times</i> . http://bits.blogs.nytimes.com/2014/05/13/e |

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| | | | ric-schmidt-has-an-interest-is-it-a-conflict/?emc=edit_tnt_20140513&nid=34325944&tntemail0=y |
| Wed, Mar 15 | EduComm & Search Engines IV | Loomio | Mager, A. (2013). "In search of ideology. Socio-cultural dimensions of Google and alternative search engines", <i>ITA manu:scripts</i> , 13-2. http://hw.oeaw.ac.at/?arp=ita/ita-manuscript/ITA_13_02.pdf |
| Mon, Mar 20 | Holiday | | |
| Wed, Mar 22 | EduComm & Twitter | | The Guardian: Twitter: towards more fluid rules of academic engagement http://www.theguardian.com/higher-education-network/blog/2013/feb/05/twitter-academia-rules-of-engagement ; & Teaching with Twitter: how the social network can contribute to learning http://www.theguardian.com/higher-education-network/blog/2012/jun/11/teaching-with-twitter |
| Mon, Mar 27 | EduComm & Wikipedia I | Quiz, Google Forms post due. Dialogue on twitter | Wolchover, N. (2011). "How Accurate Is Wikipedia?", <i>LiveScience</i> . www.livescience.com/32950-how-accurate-is-wikipedia.html |
| Wed, Mar 29 | EduComm & Wikipedia II | Dialogue on Titanpad | Evans, Z. (2014). "What Congress Edited on Wikipedia Today: Snowden, Manning, Cato, More", <i>Reason</i> . http://reason.com/blog/2014/08/05/what-congress-edited-on-wikipedia-today |
| Mon, Apr 3 | EduComm and Social Change I | | Fuchs, C. (2016). "Legal Struggles In The Age Of Uber-Capitalism: Are Uber-Drivers Workers Or Self-Employed?". http://www.huffingtonpost.co.uk/christian-fuchs1/legal-struggles-in-the-age-b_12720298.html |
| Wed, Apr 5 | EduComm and Social Change II | | Pedro-Carañana, J. (2016). "A History of the Globalization of Universities: European Higher Education Area Viewed from the Perspectives of the Enlightenment and Industrialism". In Goss, B., Gould, M., & Pedro-Carañana, J. (eds.). <i>Talking Back to Globalization: Texts and Practices</i> . New York: Peter Lang. |
| Mon, Apr 10 | Holiday | | |
| Wed, Apr 12 | Holiday | | |
| Mon, Apr 17 | EduComm and Social Change | Quiz, Google Forms post | Curran, J., Fenton, N. & Freedman, D. (2012). "Conclusion", in <i>Misunderstanding</i> |

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| | III | due. | <i>the Internet</i> , pp. 179-185. London and New York: Routledge. |
| Wed, Apr 19 | Group Presentations & Discussion | | |
| Mon, Apr 24 | Group Presentations & Discussion | | |
| Wed, May 26 | Group Presentations & Discussion | | |
| Mon, May 1 | Synthesis of the course | | |
| Wed, May 3 | Doubts & queries | | |
| Fri, May 5 | FINAL EXAM 15:30 - 18:30 | | |

Student Learning Outcomes (SLOs)

Cultural Competence Rubric

- Knowledge (Cultural Self- awareness): Articulates insights into own cultural rules and biases within systems of power (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)
- Knowledge (Cultural Diversity): Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.
- Skills (Empathy & Perspective Taking): Evaluates and applies diverse perspective to complex subjects. Demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group in the face of multiple and even conflicting positions.
- Skills (Verbal and Nonverbal Communication): Articulates a complex understanding of cultural differences in verbal and nonverbal communication and is able to skillfully negotiate a shared understanding based on those differences.
- Skills (Applies Knowledge to Contemporary Global Contexts): Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.
- Attitudes (Curiosity): Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.
- Attitudes (Openness): Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.
- Attitudes: (Personal and Social Responsibility): Takes informed and responsible action to address ethical, social, and environmental challenges in global and local systems and evaluates the local and broader consequences of individual and collective interventions.
- Critical Analysis of Media Texts: Demonstrates an academically sophisticated ability to discern dense layers and configurations of media texts. Evaluates critically the ideological nature of media texts with the appropriate body of critical theory in a rigorous manner.

METHOD OF EVALUATION

Semester grades will be calculated out of 100 possible points as follows

Individual work:

- Mid-Term Exam: 10 points
- Final Exam: 10
- Attendance: 10
- Participation: 10
- 4 Quizzes: 10

Teamwork:

- Mid-Term Paper: 10
- Final Paper: 10
- Midterm Presentation: 10
- Final Presentation: 10
- 4 Google Forms posts per group: 10

FINAL GRADE SCALE

- 91 – 100 points or above: A
- 89 – 90: A-
- 86 – 88: B+
- 83 – 85: B
- 80 – 82: B-
- 77 – 79: C+
- 73 – 76: C
- 70 – 72: C-
- 61 – 69: D
- Less than 61: F

COURSE POLICIES

Attendance is mandatory and lateness will negatively impact your grade. You are allowed only 3 unexcused absences. More than 3 unexcused absences will significantly lower your grade (minus 5 points per unexcused absence). Missing 3 or more classes will be grounds to earn a failing grade. Late work will be penalized and the final grade will suffer from a 10 point fall. Participation counts for 10 points based on the quality of the interventions. The quantity is also important but less than the value of the ideas expressed. If you're sick and can't come to class the day an assignment is due, do submit it via email.

Accommodations and Learning Resources

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <http://www.slu.edu/madrid/learning-resources>.

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at disabilityservices-madrid@slu.edu or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

The University's Academic Integrity Statement:

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office website at: http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%2006-26-15.pdf. Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

Title IX Statement:

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member

about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.

Collection of Student Work for Assessment:

In order to maintain quality academic offerings and to conform to accreditation requirements, SLU-Madrid regularly assesses its teaching, services and programs for evidence of student learning. For this purpose, SLU-Madrid keeps representative examples of student work from all courses and programs on file, including assignments, papers, exams, portfolios and results from student surveys, focus groups and reflective exercises. Copies of your work for this course may be kept on file for institutional research, assessment and accreditation purposes. If you prefer SLU-Madrid not to retain your work for this purpose, you must communicate this decision in writing to your professor.