

Team-Teach Lesson Plan

Team-Teach Week 14: Civic Action in a Digital World Continued

Overall Learning Goals of Module:

Core ideas to understand:

1. The increasing role of technology in developing critical consciousness (digital critical literacy).
2. Education does not need to involve a rigid curriculum, but can instead adopt one that is culturally relevant, socially transformative, and conducive to fluid and thriving communities” (Lee and Soep 489). *Why is this quote relevant? Why is it a core central idea?*
3. Digital media leaves an impact in the form of a “digital afterlife”, where it is constantly reinterpreted and reanalyzed through various lens to gain a deeper understanding of its original intention.

Central questions to address:

1. How does Youth Radio promote dialogue and the co-creation of knowledge? How can it be related to other forms of media?
2. How can skills such as programming and designing empower minority groups to take action against injustice?
3. According to Freire’s description of “liberation”, what methods outside the classroom can be used to acknowledge the dynamic nature of reality?

Connection to other parts/topics of the course:

We hope that students can connect our lesson with previous class topics we have read and studied:

Education: Banking education, Critical pedagogy and being able to connect any function that they can think of Discrimination that happens in the education system along with oppression. Racism and Sexism. Furthermore to connect our lesson with any aspect of their life if they believe is applicable and if they feel comfortable enough.

Online tools to be used: Laptop, Asset Library

Agenda:

- This module will consist of one asynchronous activity and a small group activity with DAP groups.
 - The **first activity** is the CRR. Students will be asked to complete the three readings and watch 2 videos on the weeks topic. They then will be required to answer 3 of the 5 questions provided. The readings, videos and the questions will help the students think critically and prepare for the second activity. This activity will be due Friday at midnight, but is encouraged to be completed before so groups have the most time to meet.
 - The **second activity** is a group activity with DAP group. Groups will schedule a time to meet that works best for them and discuss the questions we have presented for them, like imagining the digital afterlife of their DAP as well as how they would react/ respond to the change. It is our hope that they will have already done the readings, watched the videos and answered the questions that are due on Friday to maximize discussion and minimize the amount of time that they meet. We then ask that the group will create one type of digital work that will be posted to the asset library. This work needs to represent the type of discussion about the possible afterlife of their DAP and be easy for other classmates to understand. This activity will be due on Sunday at midnight
 - Students then on Monday should go into the asset library and look at the digital work of the other group, and (optional) post a comment on at least one groups work to create a discussion.
- The time for each activity depends on each individuals/ groups work speed, but the dates are put in place to ensure productivity.

Activity 1:

Title of Activity: THEORY/CRR

Readings Due:

1. Soep, E. (2012). The digital afterlife of youth-made media. (pp. 93–100 )
2. Vakil, S. (2014). A critical pedagogy approach for engaging urban youth in mobile app development in an after-school program. (pp. 31–45 )
3. Lee, C. & Soep, E. (2016). None but ourselves can free our minds: Critical computational literacy as a pedagogy of resistance. (pp. 480-490 )

Watch:

Critical Pedagogy -- <https://youtu.be/wFOhVdQt27c>

Civic Engagement -- <https://www.teachingchannel.org/videos/digital-age-civic-engagement-edda>

The specific learning objective of activity:

- Introduce Critical Pedagogy and Digital Media Literacy and draw connections.
- Critically think about what the Digital Afterlife is and how it relates to technology.

Activities connection to readings and module's overall learning goals:

Questions to answer:

Answer only 3 of the 6 questions. Please try to relate/incorporate the videos into your responses as well.

1. Describe what you imagine media literacy to mean in regards to the current landscape of digital media content.
2. In the Digital Afterlife of Youth Media reading, what did the 2006 Jenkins article argue was the source of inequality in regard to technology?
3. How can digital literacy be used to develop critical consciousness, and how is technology used to empower minority groups in the case of Youth Radio?
4. How would you describe the relationship between critical pedagogy and the Participation spectrum?
5. Imagine the technological affordances discussed early in the semester. How could they potentially impact the digital media afterlife? Positively, negatively... ?
6. How do you understand “digital divide” after this week’s readings and videos when connecting it to power structures?

Activity process/description:

- The amount of time allocated for activity.
 - Students will be given till Sunday at midnight to do all three of these readings/watch the videos and to complete the questions.
- Will the activity be broken up to occur over a period of days, or a week? For example, will students need to read or watch something beforehand? Will they need to meet with a partner to do pair work in preparation for a live session on a different day?
 - Each person will have until Friday at midnight to do all three readings, watch the videos, and complete the questions provided.
 - It is important that each person submit their document before continuing on to Activity 2.
- What do students need to do in this activity?
 - Students are required to submit a Word or Google document via online submission with their completed questions.

Activity 2:

The title of activity: PRAXIS - DAP REFLECTION PROJECT

The specific learning objective of activity:

- We want students to develop media literacy skills as true producers/authors, attempting to imagine the direction their DAP could and/or should go over time.

Activity's connection to readings and module's overall learning goals:

- This project/activity should help us develop critical consciousness in a way that utilizes technological affordances and engages us with an emerging realm of civic action through digital media.
- This supports the course objective of praxis (theory into action), as well as practicing critical pedagogy (knowledge co-produced through democratic engagement with real world problems in the here and now as a point of departure)

Activity process description:

- Groups should schedule a time to meet and collaborate on this project, or develop plan to complete project remotely while maintaining collaborative requirements. While the CRR is due for everyone by Friday evening, this activity will not be due until Sunday night at 11:59pm. Our hope is that groups complete the readings before completing this activity, and that this activity does not demand more than two hours of collaborative time spent.
 - The project will be submitted as an asset to the asset library. Since we have not used this yet in this course, we will offer instructions on how to upload.
 - We are open to groups using absolutely any digital tool they choose to submit to the asset library, so long as it has the ability to represent the dialogue from the groups meeting as well as their action items. (expanded below) We will provide a list of suggested tools such as BoardThing, WhiteBoard, Google Slides, etc..

Explicit Instruction for Collaborative Requirements

1. One by one, share your thoughts with the group about how a discussion prompt below relates to your DAP. After each share, take time to engage critically with each other before moving onto another peer's share.
 - a. Possible prompts
 - i. How do you imagine what you have created/published/produced thus far being appropriated by other actors with other aims?

- ii. How would you seek out ways to perhaps build a stronger platform for your group and for your mission? Think about skills you may want to develop and/or seek out among collaborators.
 - iii. If you saw your DAP moving in a direction that you felt was no longer in alignment with its mission, how would you decide on whether or not to intervene? And how would you intervene if you did?
 - iv. Discuss ways you and your group maximized technological affordances and opportunities you may have missed.
 - v. Given the concept of the digital divide, what kind of participation do you feel your DAP allows for users?
 - vi. If you were in charge of writing a curriculum for K-12 educators, what is one thing you might like to do to help develop digital media literacy that was lacking in your educational experience?
2. Once your group feels content with the dialogue, take turns setting one tangible goal for yourselves in regards to something you will do in the future to actively engage with the digital afterlife of your DAP. Think as specifically and realistically as possible.
3. Finally, using any of the digital tools that can be uploaded to the asset library, share a representation of your dialogue along with your action items moving forward.
 - a. What we feel is important is that whoever views your group's asset is able to get an accurate depiction of the key concepts generated through your dialogue and gain insight or inspiration through the action items to which you have committed.

*****The instructions do not need to be completed exactly as laid out. As a team, you are welcome to decide what the most efficient process is for you to upload a meaningful asset and to hold a meaningful dialogue*****

*****This does not all need to be done in the same online space at the same time. You can communicate a plan remotely to achieve the same goals if it works for your team: for example, prepare action items and/or initial shares independently and building dialogue through online discussion thread*****