

# **ITCP 70020, Spring 2017: ITP Core 2: Interactive Technology and the University: Theory, Design, and Practice**

**Course Info:** Meets Mondays 4:15-6:15pm (see exceptions below) in room 3309 at the Grad Center

**Course site:** <https://core2s17.commonsgc.cuny.edu/>

## **Professors**

Luke Waltzer ([lwaltzer@gc.cuny.edu](mailto:lwaltzer@gc.cuny.edu))

Office hours: Friday, 10-11am in 3300.21, or by appointment

Alexandra Juhasz ([alexandra.juhasz@brooklyn.cuny.edu](mailto:alexandra.juhasz@brooklyn.cuny.edu))

Office hours: Monday 3-4 (location tbd)

## **Course Description**

The second core course serves as the “content course” for the Interactive Technology and Pedagogy certificate. This course makes it possible for participating doctoral students to build on the theoretical insights gleaned in the first core course by beginning to conceive of and develop an interactive technology project within their own disciplines and areas of interest.

This course will survey interactive technology in educational spaces. We will discuss project planning and execution; hypertext and narrative; visualization and design; modes of learning and the structures that impact them within and outside of the classroom; software development and deployment in educational contexts; the conceptualization and production of educational media products; historical and emerging questions about digital literacy and the role of educators in its development; and the labor politics of all of the above. We will employ an interdisciplinary perspective on the application of digital media to classroom teaching and scholarly research and presentations, drawing upon the experiences of the faculty members and all the students in the course.

Labs attached to the course and available throughout the Graduate Center community will also support hands-on introductions to key educational uses of new media applications, including online writing and composition tools, electronic archives, experimentation in virtual spaces, and other approaches. Students will learn skills, concepts, and contexts and then will design and prepare a proposal for a multimedia-based project in their discipline, for their final grade. We will emphasize collaboration and minimal viable product as a means to avoid the scope creep endemic to first-time-makers’ projects. Students will be expected to use labs and other support opportunities at the Graduate Center to gain enough competency in an area of technical expertise such that they can develop a proof of concept in their term project, a proposal for a multimedia-based project.

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## Course Requirements

All students should be members of the CUNY Academic Commons and users of Twitter (where lurking is acceptable). Remember that when you register for social networking accounts, you do not have to use your full name or even your real name. One benefit of writing publicly under your real name is that you can begin to establish a public academic identity and to network with others in your field. However, keep in mind that search engines have extended the life of online work; if you are not sure that you want your work for this course to be part of your permanently searchable identity trail on the web, you should strongly consider creating an alias. Whether you engage social media under your real name or whether you construct a new online identity, please consider the ways in which social media can affect your career in both positive and negative ways.

You are required to procure a copy of Elizabeth Losh's [The War on Learning](https://mitpress.mit.edu/books/war-learning), <https://mitpress.mit.edu/books/war-learning>.

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## Course Assignments

This semester we will be working on three major assignments, with continuous blogging throughout.

### *Provocations and responses*

We'll continue the practice established in Core I of having students act as motivators for each class meeting by writing provocations on the blog on the reading/subject of the week, and carrying on a conversation on the blog in advance of class. Since class meets on Mondays, please post your provocations by the end of the day Saturday so that discussion can start Sunday.

### *Project Abstracts/Short Proposals*

Your midterm assignment is to create at least two different project proposals that each have at least two scope variations: one full and one reduced version. Details on the full assignment will be given February 6th and the assignment is due ~~April 3rd~~ March 31st.

### *Collaboration and Assignment Design*

You will collaboratively craft, with at least one student from another discipline, the scaffold for a final project in an undergraduate course that engages with one or more of the core ideas explored to this point in your ITP experience. We'll discuss the details for this assignment in class on March 6th, and the assignment plan is due on March 20th.

### *Final Project Proposal and Proof of Concept*

Your final project is to turn in a proposal for a larger project, that includes a proof of concept. Your goal is to convince us that your proposal is relevant and productive AND that you can

actually pull it off. The details will be discussed on March 20th. You will present your projects at the end of the semester, and the written proposal will be due during finals period.

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## Labs, Workshops, and Support

### *ITP Lab Schedule*

Making Mobile Apps: Tues 2/21 | 6:30-8:30pm | Sonia Gonzalez

Intro to Scalar: Mon 2/27 | 6:30-8:30pm | Anders Wallace 3/20

Hybrid Online Learning: Mon 3/20 | 6:30-8:30pm | Robert Robinson and Luke Waltzer

### *TLC Workshop Schedule*

#### *TLC Staff Office Hours*

Monday | 2-4pm | Andy McKinney

Tuesday | 11am-1pm | Avra Spector

Wednesday | 10am-12pm | Anke Geertsma

Thursday | 10-11am | Elizabeth Alsop

Thursday | 12-2pm | Sakina Laksimi Morrow

Friday | 10-11am | Luke Waltzer

### *GCDI Workshop Schedule*

<http://cuny.is/gcdiworkshops>

### *Digital Fellows Office Hours*

Digital Fellow office hours on Wed 6:30-8:30 in the Digital Scholarship Lab, Room 7414.

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## Course Schedule (subject to revision)

January 30: Introductions

*Assignments for 2/6 in addition to reading*

- Write a blog post with your introductory project ideas (don't forget to categorize)
- Email Luke and Alex (at least) 2 dates you'd like to sign up as class motivator by Fri, Feb 3
- Email Luke and Alex a brief bio for posting on the "People" page of our course site
- Make sure you're part of the course on the [Commons](#):  
<https://core2s17.common.gc.cuny.edu>
- "My Introduction to ITP Core 2," from Alex:  
<https://aljean.wordpress.com/2017/01/30/my-introduction-to-ity-core-2-cuny>

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## UNIT ONE: Preparing a Project

### February 6: Contexts and Practicalities

In this class we will explore ways of thinking through and analyzing a project before it begins, and discuss issues that can arise along the path of the project. Context: Thinking about the What, Where, When, Why and How before you begin a project. The four little B's (build, buy, borrow, beg). Which one is the right fit for your software project? When starting any media or digital project this is often the first consideration. Do you build it yourself, buy it off the shelf, use free and open source software (borrow) or use some of the free web services out there (beg)? We will also discuss collaboration, [scope creep](#), and [minimal viable products](#).

#### Reading:

- Chris Stein, [Contexts and Practicalities](#)
  - This post is a reading in itself and provides links to the other readings for the week. There are a lot of links and you won't need to read through and analyze every article thoroughly. They are there to help give context, support and detail to the arguments made in the post.
- *Class visitors: Sara Vogel and Chris Stein*

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### February 15: What does what OR How to get things done

**Topics:** "Less is more" is both an aesthetic principle of modernism and a functional spec of agile development— as well as a politically-charged phrase when applied to publically-funded activities. Agile development has a [long history](#). It takes its most recent, and quite popular form in Ruby on Rails, 37Signals, and their Getting Real PDF. We will look at what it means to make less.

Every tool has a specific use. You can use a tea kettle to hammer in a nail, *but you really shouldn't*. We will discuss some basic tools, and languages, and what each is used for.

#### Readings:

- 37 Signals, [Getting Real](#) (2009). Pages 2-74 of the PDF are required, but you will find it to be a fast read and may want to read the whole thing. [PDF posted in our course group under Files.](#)
- [What is Agile?](http://www.agilenutshell.com/what_is_agile) [http://www.agilenutshell.com/what\\_is\\_agile](http://www.agilenutshell.com/what_is_agile)
- [Agile v. Waterfall](http://www.agilenutshell.com/agile_vs_waterfall) [http://www.agilenutshell.com/agile\\_vs\\_waterfall](http://www.agilenutshell.com/agile_vs_waterfall)
- [Principles Behind the Agile Manifesto:](http://agilemanifesto.org/principles.html) <http://agilemanifesto.org/principles.html>
- Miriam Posner, [How did they make that?](#)

- Here's Alex's (real-time) response to Miriam's blog:  
<https://aljean.wordpress.com/2012/04/02/two-conferences-one-student-womens-media-power/>
- [Bamboo DiRT](#), a registry of digital research tools for scholarly use. Note that this is also available as a plugin here on the Academic Commons — you can access the directory from our [course group](#) in the left navbar.
- Craig Dietrich, [Representing Culture via Agile Collaboration, 2011, with John Bell](#)
- Craig Dietrich, *After the Document Model for Scholarly Communication*, 2012, with Jentery Sayers:  
[https://www.digitalstudies.org/ojs/index.php/digital\\_studies/article/view/234/301](https://www.digitalstudies.org/ojs/index.php/digital_studies/article/view/234/301)
- Craig Dietrich, *On the Word, Digital*, 2016, with Ashley Sanders: [http://acrl.ala.org/dh/2016/07/29/on-the-word-digital\[acrl.ala.org\]](http://acrl.ala.org/dh/2016/07/29/on-the-word-digital[acrl.ala.org])

*Class visitor: Craig Dietrich*

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## UNIT TWO: Digital Pedagogy

February 27: Teaching, Learning, Technology

**Topics:** This session will explore the evolving roles of technology in teaching and learning. What pedagogical opportunities does the integration of technology into the classroom make possible? What challenges does technology create for the student, the instructor, the institution? How do we understand the politics of educational technology that is both a field of inquiry and an industry? How do we locate our own values within all of this?

### Readings:

- [\(My\) Three Principles of Effective Online Pedagogy](#), Bill Pelz, *JALN* Volume 8, Issue 3, 2004, pp. 33-46
- Thomas Harbison and Luke Waltzer, “[Toward Teaching the Introductory History Course, Digitally](#),” in Jack Dougherty and Kristen Nawrotzki, eds, *Writing History in the Digital Age*, Ann Arbor: MI, University of Michigan Press, 2013.
- [Two Roads Diverged in a Wood: Productive Digression in Asynchronous Discussion](#) – Joseph Ugoretz, *Innovate* 1:3 (2005)
- Chapters 1-3 in Maura Smale and Mariana Regalado, *Digital Technology as Affordance and Barrier in Higher Education*, New York: Palgrave MacMillan, 2016 ([posted to course group](#)).
- Maura Smale and Jody Rosen, [Open Digital Pedagogy=Critical Pedagogy](#), Hybrid Pedagogy, 2015.
- Intro 1 and 2 from *The War on Learning*, Elizabeth Losh:  
<https://mitpress.mit.edu/books/war-learning>
- Audrey Watters, [A Hippocratic Oath for Ed-Tech](#), January 2015.
- Audrey Watters, [Ed-Tech and Trump](#), February, 2016.  
<http://hackeducation.com/2017/02/02/ed-tech-and-trump>

- Feminist Online Spaces: <http://feministonlinespaces.com/>

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## March 6: Creating Successful Assignments

**Topics:** Crafting purposeful assignments is one of the biggest and most persistent challenges faced by faculty, and college classrooms are rife with prompts that confuse students rather than enlighten them to the expectations of an assignment. In this session we'll explore what makes an assignment effective, discuss how technology fits into the process, and translate these principles to our own disciplines and contexts.

### Readings:

- John Bean, selections from *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*, Josey Bass, 2011. Read Chapters 1-3, [available via our course group](#).
- Jade E Davis, [Creating a \(almost\) Failproof Final Project or Paper](http://www.hastac.org/blogs/jade-e-davis/2014/12/12/creating-almost-fail-proof-final-project-or-paper), HASTAC, Dec 12, 2014. <http://www.hastac.org/blogs/jade-e-davis/2014/12/12/creating-almost-fail-proof-final-project-or-paper>
- Browse [Assignments](#) section of JITP and peruse [Visible Pedagogy](#) <https://vp.commons.gc.cuny.edu>
- GC Teaching and Learning Center New to Teaching Guide: During the Semester. <https://tlc.commons.gc.cuny.edu/during-the-semester/>
- Alex Halavais, [Blogging Course Texts: Enhancing Our Traditional Use of Textual Materials](http://mcpress.media-commons.org/artoflearning/bloggng-course-texts-enhancing-our-traditional-use-of-textual-materials/?replytopara=19) in *Learning Through Digital Media Experiments in Technology and Pedagogy* (ed. Scholz) <http://mcpress.media-commons.org/artoflearning/bloggng-course-texts-enhancing-our-traditional-use-of-textual-materials/?replytopara=19>
- Ulises A. Mejias, [How I Used Wikis to Get My Students to Do Their Readings](#) in *Learning Through Digital Media Experiments in Technology and Pedagogy* (ed. Scholz), pp. 99-107.
- FemTechNet Key Learning Projects: <http://femtechnet.org/get-involved/self-directed-learners/key-learning-project/>

### Suggested

- Mushon Zer-Aviv, [When Teaching Becomes an Interaction Design Task: Networking the classroom with collaborative blogs](#), in *Learning Through Digital Media Experiments in Technology and Pedagogy* (ed. Scholz)
- Student Project Examples
  - [Macaulay Seminar 2 Encyclopedia](#)
  - [Year of the Flood Project](#) and [planning mural](#)
  - [Macaulay Springboard](#)
  - [Students Receive Unique Learning Experience by Creating Online Journal](#) Texas A&M Entomology Dept, 2014.

- Matt Barton [Is There a Wiki in This Class? Wikibooks and the Future of Higher Education](#) in [Wiki Writing: Collaborative Learning in the College Classroom](#) (ed. Cummings and Barton)

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March 13: Hybrid/Online Learning, Connectivism, and the University I

**Topics:** Over the past two decades universities have pursued a range of strategies to support online and blended learning. These strategies implicate interests and conflicts that go beyond the pedagogical affordances of a particular technology or approach. In this session we'll explore some of these strategies and trace their implications.

**Readings:**

- Jim Groom, [“The Glass Bees,”](#) *Bavatuesdays*, May 25, 2008. <http://bavatuesdays.com/the-glass-bees/>
- George Siemens, [“Connectivism: A Learning Theory for the Digital Age,”](#) *eLearnSpace*, December 12, 2004. <http://www.elearnspace.org/Articles/connectivism.htm>.
- Stephen Downes, [“The Elements of Connectivism,”](#)
- George Siemens, [“MOOCs Are Really a Platform,”](#) *eLearnSpace*, July 25, 2012, <http://www.elearnspace.org/blog/2012/07/25/moocs-are-really-a-platform/>
- <http://www.slideshare.net/Downes/elements-of-connectivism>
- [Quantify Everything: A Dream of Feminist Data Future](#), Amelia Abreau, Model View Culture 2014.
- [Responding to No name Life Science Blog Editor who called me out of my name](#) DN Lee, *Scientific American*, 2013. (See also [Scientific American’s Troubling Response to Its Blogger Being Called an Urban Whore](#), Amanda Hess, *Slate*, 2013)
- [Geek Feminism Timeline of Sexist Events](#)
- [FemTechNet](#), a DOCC
- FemTechNet Manifesto: <http://femtechnet.org/publications/manifesto> and white paper: <http://femtechnet.org/about/white-paper/>
- Chapters 3-4 from *The War on Learning*, Elizabeth Losh: <https://mitpress.mit.edu/books/war-learning>

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March 20: Hybrid/Online Learning, Connectivism, and the University II

**Topics:** Most conversations about technology and education concern how to use computers in the classroom. And while software and connectivity may enhance many courses when used appropriately, their deeper value may be in the example they provide of how different technologies influence labor, learning, interaction, and thought. What are the biases of the technologies we are using, and how can we interrogate those biases from within the environment they have created?

## Readings:

- Chapters 4-5 and Appendix in Maura Smale and Mariana Regalado, *Digital Technology as Affordance and Barrier in Higher Education*, New York: Palgrave MacMillan, 2016
- [Online Open Course](#), introduction at Just Publics @365 to [Reassessing Inequality & Reimagining the 21st Century](#), a POOC
- [CUNY School of Professional Studies](#).
- [The Online Learning Consortium](#).
- [On Hybridization](#), Baruch College Center for Teaching and Learning
- [Hashtag Feminism, #Solidarity is for White Women, and the Other #FemFuture](#), Susana Loza, Ada: A Journal of Gender and New Media Technology, Issue 5.
- [All the Digital Humanists are White, All the Nerds are Men, But Some of Us are Brave](#), Moya Z. Bailey, Journal of Digital Humanities, 2011.
- [The Writing On the Wall](#) Reply All Podcast Episode 9. Jan 15, 2014.
- Chapters 5-7 from Losh, *The War on Learning*: <https://mitpress.mit.edu/books/war-learning>

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March 27: Digital Literacy: Writing and reading the Internet

**Topics:** “a [self-aware attention](#) to the current conditions of the internet ... [is critical]. A very serious project of [digital media literacy](#) is critical for our [democracy](#), and is a crucial place where scholars and our students, regardless of our fields, can make pivotal contributions. As citizens, we need to understand how the internet works—technologically, financially, legally, socially. We scholars and educators need to teach and learn how to better read digital media, to understand who makes it, owns it, and circulates it. We need to ask how and why it is structured and visualized as it is, and what truths and mistruths it states. We need to learn how and where to demand real and better news. We need to produce context for the rudderless fragments of information that circulate online, as well as the forums where we can share our findings, activities, and practices.” — Alex Juhasz, “Four Hard Truths about Fake News.” Digital storytelling and feminist wikistorming are two, large-scale, multi-sited digital literacy projects that educate to better make and read internet media.

## Readings:

- From Third Cinema to Media Justice: Third World Majority and the Promise of ThirdCinema: <http://scalar.usc.edu/nehvectors/keeling-thenmozhi/index>
- Rolin Moe, “All I Know is What’s on the Internet,” <http://reallifemag.com/all-i-know-is-whats-on-the-internet/>
- Sam Wineburg, “4 Steps Schools Need to Take to Combat Fake News,” [http://www.huffingtonpost.com/entry/fake-news-schools\\_us\\_58668e4ce4b0de3a08f82125](http://www.huffingtonpost.com/entry/fake-news-schools_us_58668e4ce4b0de3a08f82125)
- Alex Juhasz, “[Four Hard Truths About Fake News.](#)” *JSTOR Daily*, <http://daily.jstor.org/four-hard-truths-about-fake-news/>
- <http://ds106.us/>

- FemTechNet: Wikistorming: <http://femtechnet.org/docc/feminist-wiki-storming/>

### *Optional*

- Amanda Fillipachi, [Wikipedia's Sexism Toward Female Novelists](#), The New York Times, April 24, 2013
- Ayush Khanna, [Nine out of ten Wikipedians continue to be men: Editor Survey](#), Wikimedia Blog, April 27th, 2012.
- [Gender Gap](#), on Meta.Wikimedia.org. *This is a resource and policy page that applies to all WMF projects.*
- [Art+Feminism](#), on Wikipedia. *This is a Meetup page where folks are organized to meet up in person and edit Wikipedia.*
- Digital Security in the Age of Trump, <https://www.equalitylabs.org/>

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## *PROJECT PAUSE*

April 3: Mid-semester Projects Discussion

Project Abstracts/Short Proposals Due.

April 10-18: Spring Break

## UNIT THREE: Openness and Making in the Academy

April 20: Open Access, Open Educational Resources (future of the textbook), and Images

**Topics:** Debates over access have always been important in higher education. Where do these debates stand now, and how are they manifest in different academic spaces?

### **Readings:**

- [Open Access to Scholarly Literature: Which Side Are You On?](#) by Jill Cirasella, Graduate Center, <http://www.slideshare.net/cirasella/open-access-which-side-are-you-on-oa-week-2013>
- [Open Access: Six Myths Put To Rest](#), by Peter Suber, The Guardian, October, 2013, <http://www.theguardian.com/higher-education-network/blog/2013/oct/21/open-access-myths-peter-suber-harvard>.
- [Open Access @ CUNY](#), <https://openaccess.commons.gc.cuny.edu/>
- [Open Educational Resources @ CUNY](#), <https://oercuny.commons.gc.cuny.edu/>
- [Academic Works](#), <http://academicworks.cuny.edu/>
- Alexandra Juhasz, Learning from YouTube: <https://mitpress.mit.edu/authors/alexandra-juhasz>
- Alexandra Juhasz, "A Truly New Genre," <https://www.insidehighered.com/views/2011/05/03/truly-new-genre>

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April 24: Digital Labor

**Topics:** We will discuss the labor politics of the digital turn within the university, exploring shifts in how we both produce and consume knowledge. We will also explore how contingency, precarity, and resource scarcity impact how we conceive of the work that goes into teaching and research.

**Readings:**

- Tiziana Terranova, "[Producing Culture for the Digital Economy.](#)" *Social Text*, Social Text, 63 (Volume 18, Number 2), Summer 2000, pp. 33-58. <http://web.mit.edu/schock/www/docs/18.2terranova.pdf>
- Trebor Scholz, [Introduction: Why Does Digital Labor Matter Now?](#) in *Digital Labor: The Internet as Playground and Factory*, (Ed. Trebor Scholz), Routledge, 2012.
- Tiziana Terranova: Capture All Work: <http://www.artandeducation.net/videos/tiziana-terranova-capture-all-work/>
- Bethany Nowviskie, "[Eternal September of the Digital Humanities](#)," Nowviskie.org, October 15, 2010. <http://nowviskie.org/2010/eternal-september-of-the-digital-humanities/>
- Explore [Alt-Academy](#). <http://mediacommons.futureofthebook.org/alt-ac/>
- Please read the new comments at the beginning of Richard Barbrook, [The High-Tech Gift Economy](#), first written in 1998, republished in First Monday [Special Issue #3: Internet banking, e-money, and Internet gift economies](#), December 2005. (and the entire article as suggested reading)
- E. Alex Jung, [Wages for Facebook](#), *Dissent*, Spring 2014. Essay about the manifesto.

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May 1: Making, Play, and Physical Computing in the Classroom

**Topics:** What opportunities do play and making open up in the classroom? We'll explore how to harness consumer technology for a range of pedagogical purposes, and also think through the political implications of doing so.

**Readings:**

- Erica Kaufman, "[3d Research Writing](#)," *Cacophony*, January 23, 2013. <https://blogs.baruch.cuny.edu/cacophony/2013/01/23/3d-research-writing/>
- Erica Kaufman, "[Be Interested?](#)" *Cacophony*, April 16, 2013. <https://blogs.baruch.cuny.edu/cacophony/2013/04/16/be-interested/>
- [Michael Branson Smith's Gifs](#)
- [The Daily Create](#), DS106
- Chapter 8 from *The War on Learning*, Elizabeth Losh: <http://mitpress.mit.edu/books/war-learning>

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May 8: Failure

**Topics:** All successful digital projects have moved through moments of failure and frustration. Such experiences are common in the classroom as well. In this session we'll explore how to anticipate failure and how to lower its costs.

**Readings:**

- Guggenheim Museum, [The Aesthetics of Failure](#), Website for Maurizio Cattelan retrospective.
- Richard Gabriel, [The Rise of Worse is Better](#)
- Phillip Ethington, [Los Angeles and the Problem of Urban Historical Knowledge](#), <http://cwis.usc.edu/dept/LAS/history/historylab/LAPUHK/Text/Essay.htm>
- Scott Berkun, [The Myth of Innovation](#), lecture based on book.
- Alison Carr, [In Support of Failure](#), Composition Forum, 2013.
- Sean Michael Morris, [The Failure of an Online Program](#), Hybrid Pedagogy, 2013.
- Bonnie Stewart, [How NOT To Teach Online: A Story in Two Parts](#), Hybrid Pedagogy, 2013.
- [Failure](#), curated by Brian Croxall and Quinn Warnick, in [Digital Pedagogy in the Humanities: Concepts, Models, and Experiments](#), currently under open peer review on the Modern Language Association's MLA Commons.
- Journal of Interactive Technology and Pedagogy's [Teaching Fails](#) columns, choose and read two.
- Alexandra Juhasz, Access Denied, Internet Dark: Technology, Prison, Education, <http://www.newcriticals.com/access-denied-internet-dark-technology-prison-education>
- Chapters 9 from *The War on Learning*, Elizabeth Losh: <https://mitpress.mit.edu/books/war-learning>

SHOWTIME

May 15: Student Presentations

May 22: Student Presentations