

# Interactive Technology and Pedagogy I: History and Theory

## Course Information

Interactive Technology and Pedagogy I: History and Theory

ITCP 70010

Mo 4:15PM - 6:15PM

GradCenter 3309

Instructors: S. E. Hackney and Jason W. Ellis

Dept Permission Required.

LAB on Mondays 6:30 pm - 8:30 pm. Lab in GradCenter 9204

## Assignments, Due Dates, and Grading Plan

### Lesson Plan, 20%, Drafts Due: on-going, Due: Monday, Dec. 15

Your lesson plan project will demonstrate an application of at least one specific technological practice, piece of software, program, case study, or course website in your discipline to facilitate or support student learning of course material in your discipline. It should be focused on one course meeting or at most two (e.g., teach the tool in one class and apply the tool in the following class). Weave your lesson topic with the technology that you plan to use to support your students. The topic and tool should be tightly integrated in a meaningful way instead of simply bolted on to an existing lesson plan. Drafts of the lesson plan will be due throughout the semester beginning in Week 5 by random assignment of two or three students per week. Draft lesson plans will be circulated with the class at least 24 hours before the assigned class so that everyone has a chance to review them before arriving at class. We will set aside time during class to discuss those students' lesson plans for constructive feedback. Students will use this peer review feedback to revise and submit their lesson plans for grading by Monday, Dec. 15.

### Literature Review, 30%, Due: ~~Friday, Oct. 24 (Monday schedule)~~ Monday, Oct. 27

Every research project should be grounded in relevant extant literature. This involves both knowing what has been said about your topic/problem \*and\* being able to evaluate these sources (for example, based on their quality and relevance).

After exploring what has been written about intersections between technology, pedagogy, and your discipline, select 10-12 sources that you believe will provide important grounding and

context for your study. List these sources, along with one sentence about why you have included each one.

In addition, from the 10-12 sources you list, choose 5-6 of the sources you have identified and, in 3-5 pages, analyze them as you would in a literature review. In this analysis, you should comment on why these sources are relevant, what they contribute to your understanding of your topic/problem, as well as any potential weaknesses that they have.

*Export your Literature Review as a PDF and email it as an attachment to both instructors.*

## Final Project Prospectus, 5%, Due ~~Monday, Oct. 27~~ Monday, Nov. 3

A one page prospectus for your final project will be due by ~~week 7~~ week 8, where you will provide a brief summary of the specific technological practice, piece of software, program, case study, or course website you are proposing for your project. This prospectus must be approved by the instructors.

*Export your Final Project Prospectus as a PDF and email it as an attachment to both instructors.*

## Final Project Presentation, 5%, Due Monday, Dec. 15

Plan for a 5 min lightning talk presentation on our last day of class.

## Final Project, 40%, Due Monday, Dec. 15

Must include a 12-15 page written component, digital component is optional.

Your final project will examine at least one specific technological practice, piece of software, program, case study, or course website in your discipline that uses digital technology to help teach and/or do research and publication. Choose your topic based on the issues in your field that interest and excite you.

Final project outline:

\*Introduction (1-2 pgs)

\*A brief literature review (based on your previous literature review) and a list of additional sources that you think might be relevant to your proposed study. (3-5 pgs)

\*An analysis of your specific technological practice, piece of software, program, case study, or course website in your discipline that uses digital technology to help teach and/or do research and publication. This should be informed by your literature review and our course readings. You will reflect on the ways this practice/software/program might be strengthened, expanded,

updated or even reconceptualized, and propose concrete ways in which this could be done, carefully considering who would benefit from those changes. (6-8 pg)

## Recommended Resources

- Hybrid Pedagogy, <https://doaj.org/toc/2332-2098>.
- Journal of Teaching and Learning with Technology, <https://scholarworks.iu.edu/journals/index.php/jottt>.
- Journal of Interactive Technology and Pedagogy, <https://cuny.manifoldapp.org/journals/jitp>
- The OER Starter Kit Workbook, <https://cuny.manifoldapp.org/projects/the-oer-starter-kit-workbook>
- Digital Pedagogy in the Humanities: Concepts, Models, and Experiments, <https://digitalpedagogy.hcommons.org/>

## Policies

### Brave Space

Borrowing from Brian Arao and Kristi Clemens, we should agree to these five ground rules to create a classroom space for engaging and challenging dialog: Controversy with civility. Own your intentions and your impact. Challenge by choice. Respect. No attacks.

### Academic Integrity

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion. Read the full policy [here](#). Should you have any questions about it and how it applies to coursework, please reach out to the instructors.

### AI Use

The instructors do not use AI tools to read or grade your papers, or to assess them for plagiarism. The instructors do the reading, and prepare their feedback themselves, and they never, ever, expose student work to potential AI content farming.

Those students wanting to further their intellectual development to the fullest should avoid using AI tools to replace the cognitive work that supports that development. Be mindful of the limitations of AI, which by design are not a knowledge base like Wikipedia even though they are hyped as such. However, there are ways to use AI to support learning, such as engaging in dialog with a reading that you give it or using AI to improve the effectiveness of your own writing.

AI should never be used to complete an assignment in toto. If you use AI on an assignment, it should be cited and documented.

## Equal Opportunity and Non-Discrimination

The City University of New York, located in a historically diverse municipality, is committed to a policy of equal employment and equal access in its educational programs and activities. Diversity, inclusion, and an environment free from discrimination are central to the mission of the University. Read the full policy [here](#).

## Reasonable Accommodations

Students seeking accommodations or academic adjustments should contact the [Office of Student Disability Services](#). Students may be asked to complete an intake form and provide supporting documentation. The Director of Student Disability Services, or a designee, and the student will engage in an interactive process, which may include a consideration of a number of factors, such as the student's limitations and the academic or other program requirements, with the goal of finding an acceptable accommodation or academic adjustment.

## Tentative Schedule

All readings can be found on [Dropbox here](#) or via the links below.

Please note that our schedule and readings are subject to change.

### Week 0: Welcome to the Course!

Our course has an intense reading schedule each week. We each have a responsibility to be prepared to discuss all of the readings together each week. [Miriam Sweeney has some great advice here](#) about how to approach graduate school reading loads—using reading strategies, marginalia and notes, and active, reflective practices while reading. Also, use research tools (abstracts, Wikipedia, Google, etc.) to prime your mind for understanding a given reading or to have access to others' perspectives on course topics.

Complete the readings for Week 1 before we meet on Monday, Sept. 8.

### Week 1: Deciphering Technology

#### Monday, Sept. 8

- Klein, Stephen J. "What is technology?" *Bulletin of Science, Technology, & Society*, vol. 1, no. 5, 1985, pp. 215-218, <http://drc-wsuv.org/wp/drc375-spring15/files/2015/02/Kline-What-is-Technology.pdf>.

- McLuhan, Marshall. "The Medium is the Message," *The New Media Reader*, edited by Noah Wardrip-Fruin and Nick Montfort, MIT Press, 2003, pp. 203-209, [https://monoskop.org/images/0/0c/McLuhan\\_Marshall\\_1964\\_2003\\_The\\_Medium\\_Is\\_the\\_Message.pdf](https://monoskop.org/images/0/0c/McLuhan_Marshall_1964_2003_The_Medium_Is_the_Message.pdf).
- Bolter, J. David and Richard A Grusin. "Remediation." *Configurations*, vol. 4 no. 3, 1996, p. 311-358. *Project MUSE*, <https://dx.doi.org/10.1353/con.1996.0018>.
- Kittler, Friedrich, et al. "Gramophone, Film, Typewriter." *October*, vol. 41, 1987, pp. 101–18. *JSTOR*, <https://doi.org/10.2307/778332>.
- Singh, Rianka and Sarah Banet-Weiser. "Sky High: Platforms and the Feminist Politics of Visibility." *Re-Understanding Media: Feminist Extensions of Marshall McLuhan*. edited by Sarah Sharma and Rianka Singh, Duke UP, 2022, pp. 163-178.

## Week 2: Technology and Pedagogy

Monday, Sept. 15

- Cuban, Larry. "Introduction: Reforming Schools through Technology." *Oversold and Underused : Computers in the Classroom*. 1st ed., Harvard University Press, 2001, pp. 1-20, <https://doi.org/10.4159/9780674030107>.
- Cuban, Larry, and Petar Jandrić. "The Dubious Promise of Educational Technologies: Historical Patterns and Future Challenges." *E-Learning and Digital Media*, vol. 12, no. 3–4, 2015, pp. 425–39, <https://doi.org/10.1177/2042753015579978>.
- Weis, Tracey M., et al. "Digital Technologies and Pedagogies." *Social Justice*, vol. 29, no. 4 (90), 2002, pp. 153–67. *JSTOR*, <http://www.jstor.org/stable/29768155>.
- Starkey, Louise. "Teaching in the Digital Age." *Teaching and Learning in the Digital Age*, Routledge, 2012, pp. 101-104, <https://doi.org/10.4324/9780203117422>.

## Week 3: Learning and Literacies

Monday, Sept. 29

- Chiang, Ted. "The Truth of Fact, the Truth of Feeling." *Subterranean Press Magazine*, Fall 2013, [https://web.archive.org/web/20130901215055/https://subterraneanpress.com/magazine/fall\\_2013/the\\_truth\\_of\\_fact\\_the\\_truth\\_of\\_feeling\\_by\\_ted\\_chiang](https://web.archive.org/web/20130901215055/https://subterraneanpress.com/magazine/fall_2013/the_truth_of_fact_the_truth_of_feeling_by_ted_chiang).
- Thurston, Travis N. et al. *Resilient Pedagogy: Practical Teaching Strategies to Overcome Distance, Disruption, and Distraction*. Utah State University, 2021, <http://resilientpedagogy.usu.edu/>.
  - Suggested chapters:
    - Chapter 1: Resilient Pedagogy and Self-Determination: Unlocking Student Engagement in Uncertain Times
    - Chapter 10: Building Online Toolkits to Support the Development of Academic Skills and Digital Literacies

- Williamson, Ben, Jessica Pykett, and Dimitra Kotouza. "Learning Brains: Educational Neuroscience, Neurotechnology and Neuropedagogy." *Pedagogy, Culture & Society*, June 2025, 1–21, <https://doi.org/10.1080/14681366.2025.2521458>.

## Week 4: Educational Technologies in General and at CUNY

### Monday, Oct. 6

- Fletcher, Curtis. "Educational Technology and the Humanities: A History of Control." *Debates in the Digital Humanities 2019*, edited by Matthew K. Gold and Lauren F. Klein, University of Minnesota Press, 2019, <https://dhdebates.gc.cuny.edu/read/untitled-f2acf72c-a469-49d8-be35-67f9ac1e3a60/section/ed3d53dd-d7aa-4369-a41f-1098a121e41b#ch30>.
- The GC Teaching and Learning Center. "Chapter 7: Educational Technology." *The Teach@CUNY Handbook Version 6.0*, <https://cuny.manifoldapp.org/read/title-page/section/9b18a087-d8fb-41ec-9e29-9701a0ed5afe>.
- McGowan, Catherine, Britt Paris, and Rebecca Reynolds. "Educational Technology and the Entrenchment of 'Business as Usual.'" *Academe Magazine*, Winter 2024, <https://www.aaup.org/academe/issues/winter-2024/educational-technology-and-entrenchment-business-usual>.
- Cummings, Robert. "Post-pandemic digital writing instruction will be Resilient, Open, and Inclusive." *Journal of University Teaching & Learning Practice*, vol. 20, no. 2, 2023, pp. 1–18, <https://doi.org/10.53761/1.20.02.11>.

## Week 5: Internet and Computers

### Tuesday, Oct. 14 (Classes follow Monday schedule)

- Bush, Vannevar. "As We May Think." *The Atlantic*, July 1945, pp. 101-108, <https://cdn.theatlantic.com/media/archives/1945/07/176-1/132407932.pdf>.
- Turner, Fred. "Where the counterculture met the new economy: the WELL and the origins of virtual community." *Technology and Culture*, 2005, vol. 46, issue 3, pp. 485-512, <http://www.jstor.org/stable/40060901>.
- McPherson, Tara. "U.S. Operating Systems at Mid-century: The Intertwining of Race and UNIX." *Race After the Internet*, edited by Lisa Nakamura and Peter A. Chow-White, Routledge, 2012, pp. 21-37.
- Raley, Rita. "Code.surface || Code.depth." *Dichtung Digital*, no. 36, 2006, pp. 1-24, <https://doi.org/10.25969/mediarep/17695>.

## Week 6: Cyborgs

Friday, Oct. 24 (Classes follow Monday schedule)

- Gibson, William. "Burning Chrome." *OMNI*, July 1982, pp. 72-77, 101-107, [https://archive.org/details/omni-archive/OMNI\\_1982\\_07/page/n37/mode/2up](https://archive.org/details/omni-archive/OMNI_1982_07/page/n37/mode/2up).
- Haraway, Donna. "A Cyborg Manifesto: Science, Technology, And Socialist-Feminism In The Late Twentieth Century." *Simians, Cyborgs and Women: The Reinvention of Nature*, Routledge, 1991, pp. 149-181, <https://wayback.archive.org/web/20120214194015/http://www.stanford.edu/dept/HPS/Haraway/CyborgManifesto.html>.
- Hayles, N. Katherine. "Toward Embodied Virtuality." *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics*, University of Chicago Press, 1999, pp. 1-24.
- Russell, Legacy. *Glitch Feminism: A Manifesto*. Verso, 2020, <https://legacyrussell.com/GLITCHFEMINISM>.
  - Chapter 7: GLITCH IS ANTI-BODY
  - Chapter 8: GLITCH IS SKIN

## Week 7: DH Beginnings and Evolution

Monday, Oct. 27

Literature Review is due. *Export your Literature Review as a PDF and email it as an attachment to both instructors.*

- Posner, Miriam. "Digital Humanities," *The Craft of Criticism: Critical Media Studies in Practice*, edited by Mary Celeste Kearney and Michael Kackman, Routledge, 2018, pp. 331-346, <https://escholarship.org/uc/item/1558k4vg>.
- Gold, Matthew K. and Lauren F. Klein. "Introduction: The Digital Humanities, Moment to Moment," *Debates in the Digital Humanities 2023*, University of Minnesota Press, 2023, <https://dhdebates.gc.cuny.edu/read/debates-in-the-digital-humanities-2023/section/a7fa1e96-e1cb-4b98-9ce1-37a3152010db>.
- Noble, Safiya Umoja. "Towards a Critical Black Digital Humanities." *Debates in the Digital Humanities 2019*, edited by Matthew K. Gold and Lauren F. Klein, University of Minnesota Press, 2019, <https://dhdebates.gc.cuny.edu/read/untitled-f2acf72c-a469-49d8-be35-67f9ac1e3a60/section/5aafe7fe-db7e-4ec1-935f-09d8028a2687#ch02>.
- Chambliss, Julian. *Reframing Digital Humanities: Conversations with Digital Humanists*. Michigan State University, 2021, <https://open.umn.edu/opentextbooks/textbooks/1305>.
  - Choose one or two articles of interest to you and/or relate to your discipline of study to discuss during the seminar.
- Viola, Lorella. "The Humanities in the Digital." *The Humanities in the Digital: Beyond Critical Digital Humanities*, Springer Nature, 2023, <https://doi.org/10.1007/978-3-031-16950-2>.

## Week 8: COVID and the “Post-Pandemic”

Monday, Nov. 3

Final Project Prospectus is due. *Export your Final Project Prospectus as a PDF and email it as an attachment to both instructors.*

- Yee, Sharon. “‘A Change Is Gonna Come’: Pedagogical Shifts in a Post-COVID World.” *Teachers College Record*, vol. 126, no. 6–7, 2024, pp. 78–90, <https://doi.org/10.1177/01614681241282175>.
- Rapanta, Chrysi, et al. “Balancing Technology, Pedagogy and the New Normal: Post-Pandemic Challenges for Higher Education.” *Postdigital Science and Education*, vol. 3, no. 3, 2021, pp. 715–42, <https://doi.org/10.1007/s42438-021-00249-1>.
- Ladson-Billings, Gloria. “I’m Here for the Hard Re-Set: Post Pandemic Pedagogy to Preserve Our Culture.” *Equity & Excellent in Education*, vol. 54, no. 1, 2021, pp. 68-78, <https://doi.org/10.1080/10665684.2020.1863883>.
- Singh, Jitendra et al. “Establishing Social, Cognitive, and Teaching Presence in Online Learning—A Panacea in COVID-19 Pandemic, Post Vaccine and Post Pandemic Times.” *Journal of Educational Technology Systems*, vol. 51, no. 1, 2022, pp. 568–585, <https://doi.org/10.1177/00472395221095169>.

## Week 9: Grading and Gamification

Monday, Nov. 10

- Stommel, Jesse. “An Introduction to Ungrading.” *Undoing the Grade: Why We Grade, and How to Stop*, Hybrid Pedagogy, 2023, n.p., <https://hybridpedagogy.org/undoing-the-grade/>.
- Kohn, Alfie. “Speaking My Mind: The Trouble with Rubrics.” *English Journal*, vol. 95, no. 4, Mar. 2006, pp. 12-15.
- Burnett, Rebecca E., et al. “A Programmatic Ecology of Assessment: Using a Common Rubric to Evaluate Multimodal Processes and Artifacts.” *Computers and Composition*, vol. 31, 2014, pp. 53–66, <https://doi.org/10.1016/j.compcom.2013.12.005>.
- Gee, James Paul. “Good Video Games and Good Learning.” *Phi Kappa Phi Forum*, vol. 85, no. 2, 2005, pp. 33-37.
- Crocco, Francesco. “Critical Gaming Pedagogy.” *The Radical Teacher*, no. 91, 2011, pp. 26-41.
- Hughes, Michael J. and Jeff Lacy. “‘The sugar’d game before thee’: Gamification revisited.” *Portal: Libraries and the Academy*, vol. 16, no. 2, pp. 311-326, <https://doi.org/10.1353/pla.2016.0019>.

## Week 10: Privacy and Online Agency

Monday, Nov. 17

- Sujon, Zoetanya. "Cambridge Analytica, Facebook, and Understanding Social Media Beyond the Screen." *Social Media in Higher Education : Case Studies, Reflections and Analysis*, edited by Chris Rowell, Open Book Publishers, 2019, pp. 117-130, <https://directory.doabooks.org/handle/20.500.12854/59530>.
- Schneier, Bruce. "The Psychology of Security." *AFRICACRYPT 2008, LNCS 5023*, Springer-Verlag, 2008, pp. 50-79, <https://www.schneier.com/wp-content/uploads/2016/02/paper-psychology-of-security.pdf>.
- Hartman-Caverly, Sarah. "What is Privacy Pedagogy for? Situating Privacy in the Purpose of the University." *Information and Learning Sciences*, vol. 126, no. 5-6, 2025, pp. 383-400, <https://doi.org/10.1108/ILS-06-2024-0073>.
- Electronic Frontier Foundation. *EFF's Surveillance Self-Defense*. <https://ssd.eff.org/>.

## Week 11: AI

Monday, Nov. 24

- Doroudi, Shayan. "The Intertwined Histories of Artificial Intelligence and Education." *International Journal of Artificial Intelligence in Education*, 4 Oct. 2022. <https://doi.org/10.1007/s40593-022-00313-2>.
- Miller, Robin Elizabeth. "Pandora's Can of Worms: A Year of Generative AI in Higher Education." *portal: Libraries and the Academy*, vol. 24 no. 1, 2024, pp. 21-34, <https://doi.org/10.1353/pla.2024.a916988>.
- Bearman, Margaret, and Rola Ajjawi. "Learning to Work with the Black Box: Pedagogy for a World with Artificial Intelligence." *British Journal of Educational Technology*, vol. 54, no. 5, Sept. 2023, pp. 1160-1173, <https://doi.org/10.1111/bjet.13337>.
- Christoforaki, Maria, and Oya Beyan. "AI Ethics—A Bird's Eye View." *Applied Sciences*, vol. 12, no. 9, May 2022, pp. 1-17, <https://doi.org/10.3390/app12094130>.
- Hardinges, Jack, Sarah Pearson, and Rebecca Ross. "From Human Content to Machine Data: Introducing CC Signals." Creative Commons, 2025, [https://creativecommons.org/wp-content/uploads/2025/06/Human-Content-to-Machine-Data\\_Final.pdf](https://creativecommons.org/wp-content/uploads/2025/06/Human-Content-to-Machine-Data_Final.pdf).

## Week 12: Intellectual Property

Monday, Dec. 1

- Rife, Martine Courant. "The Fair Use Doctrine: History, Application, and Implications for (New Media) Writing Teachers." *Computers and Composition*, vol. 24, no. 2, 2007, pp. 154-178, <https://doi.org/10.1016/j.compcom.2007.02.002>.

- Gurak, Laura J. "Technical Communication, Copyright, and the Shrinking Public Domain." *Computers and Composition*, vol. 14, no. 3, 1997, pp. 329-342, [https://doi.org/10.1016/S8755-4615\(97\)90004-9](https://doi.org/10.1016/S8755-4615(97)90004-9).
- Westbrook, Steve. "What We Talk About When We Talk About Fair Use: Conversations on Writing Pedagogy, New Media, and Copyright Law." *Copy(Write)*, edited by Martine Courant Rife and Shaun Slattery, Parlor Press, 2011, pp. 159-177, <https://wac.colostate.edu/books/perspectives/copywrite/>.
- Hollich, Shanna. "The Unrealized Promise of OER: An Exploration of Copyright, the Open Movement, and Social Justice." *Using Open Educational Resources to Promote Social Justice*, edited by C.J. Ivory and Angela Pashia, Association of College and Research Libraries, pp. 3-21, <https://open.umn.edu/opentextbooks/textbooks/1257>.

## Week 13: Case Studies

Monday, Dec. 8

- Gray, Kellie and Steve Holmes. "Tracing Ecologies of Code Literacy and Constraint in Emojis as Multimodal Public Pedagogy." *Computers and Composition*, no. 55, 2020, pp. 1-26, <https://doi.org/10.1016/j.compcom.2020.102552>.
- Jiang, Jialei. "When Generative Artificial Intelligence Meets Multimodal Composition: Rethinking the Composition Process through an AI-Assisted Design Project." *Computers and Composition*, no. 74, 2024, pp. 1-13, <https://doi.org/10.1016/j.compcom.2024.102883>.
- Students should find one case study on their own from the technology section of [TechStyle](#), a publication of the Brittain Fellows in Georgia Tech's Writing and Communication Program focusing on pedagogy, research, and professionalization, or [The Journal of Interactive Technology and Pedagogy](#) to share with the class one week in the discussion forum one week before class. Everyone should take a look at each other's case studies before we discuss them this week.

## Week 14: Final Presentations

Monday, Dec. 15

Final Project is due.