

TEACHING METHODS AND ASSIGNMENTS FOR ACHIEVING LEARNING OUTCOMES



(Photo credit: <http://edupunk.org/>)

The educator with a democratic vision or posture cannot avoid in his teaching praxis insisting on the critical capacity, curiosity, and autonomy of the learner.

-Paulo Freire, *Pedagogy of Freedom*

Based upon the pedagogic philosophy of Edupunk, this course is designed as a seminar and hands-on workshop. We will conduct class both face-to-face and in the virtual world of Second Life. Student participation is essential,¹ and while the professor will lead discussion and occasionally lecture, student-led discussion—both in Second Life and in Real Life—will drive the course. You will furthermore be required to conduct ethnography in Second Life, and also learn the basic skills for thriving in this virtual world. The pedagogical gambit is that Second Life’s highly mediated, hyper-consumerist, global environment is a pure example of “liquid modernity.” Your grade, however, will not be assessed on your ability to negotiate this virtual world, but rather in your written response to it. Students will be evaluated on reader responses, lab assignments, fieldnotes, a mid-term display-unit, and as part of a group on the creation of a sacred structure.

¹ For student participation assessment see gpgrieve.org/Participation.pdf