



AI & Metaliteracy Toolkit

Full course content exported from the Brightspace cartridge and organized by the original course module structure. Includes content pages, assignments, discussions, images, rubrics, supplemental resources, and external resource links.

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Metaliteracy.org

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Optimizing AI in Higher Education: SUNY FACT² Guide, Second Edition

AI and Metaliteracy: Empowering Learners for the Generative Revolution (Allain and Mackey, 2027)

SUNY CPD AI Resources

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How to Use This Toolkit

About This Project

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AI & Metaliteracy OER Toolkit

The AI & Metaliteracy OER Toolkit is the primary deliverable of the SUNY Innovative Instructional Technology Grant (IITG) funded project *Metaliteracy and AI: A Framework for Ethical Integration Across the Curriculum*. This initiative responds to the rapid expansion of generative AI tools in higher education by providing a research-informed framework that helps faculty and students engage with AI critically, ethically, and creatively. Grounded in the established metaliteracy model, the project integrates cognitive, affective, behavioral, and metacognitive dimensions of learning to support students as both ethical producers and informed consumers of AI-generated content. By emphasizing learner roles such as producer, collaborator, and researcher, the framework prepares students to participate responsibly in an evolving digital knowledge environment.

Development of the toolkit draws on pilot implementations within the Digital Media Arts program at SUNY Empire State University, which provides an exemplar context for integrating AI and metaliteracy within courses. Several assignments and learning activities included in this toolkit are drawn directly from the Digital Media Arts curriculum, where students engage with AI tools in relation to digital storytelling, media production, and creative practice while examining the ethical implications of AI integration in knowledge environments and the arts. To broaden the disciplinary scope of the project, the toolkit also incorporates selected assignments and examples from Communication and Writing courses. Together, these areas illustrate how the metaliteracy framework can support ethical AI engagement across multiple forms of knowledge production, including creative media, scholarly communication, and academic writing.

The AI & Metaliteracy Toolkit is implemented as a structured Brightspace resource designed using the same pedagogical principles that guide course development at SUNY Empire State University, a longstanding leader in online and distance education. Within this environment, faculty and instructional designers can explore scaffolded learning modules, adaptable assignment templates, assessment rubrics aligned with metaliteracy learning domains, and implementation guides that illustrate practical strategies for integrating AI into coursework. The toolkit also provides contextual examples from the pilot courses to demonstrate how the framework can be adapted across disciplines and learning contexts.

The project combines resource development with curriculum integration and faculty engagement. Pilot courses at Empire State University and SUNY Brockport are testing the materials in undergraduate courses, providing formative insights that inform ongoing refinement of the toolkit. The initiative also supports broader dissemination through faculty development workshops, webinars, and conference presentations, with the long-term goal of establishing a SUNY-wide community of practice focused on developing metaliterate learners who use AI responsibly. By making these resources openly available and adaptable, the AI & Metaliteracy Toolkit is designed to support sustained adoption across disciplines and institutions while contributing to ongoing conversations about responsible AI use in higher education.

Co-principle investigators:

Nicola Marae Allain, Ph. D. and Thomas P. Mackey, Ph. D.,

Project Team

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Project Team



Dr. Tom Mackey, Dr. Nicola Marae Allain, and Dr. Eugenio Solis de Ovando at Empire State University's Manhattan campus.

This toolkit was developed through a collaborative partnership between teams at Empire State University, SUNY and SUNY Brockport. The project reflects shared work and expertise.

Empire State University, SUNY Team

Nicola Marae Allain, Ph.D., is Professor of Arts and Media at SUNY Empire State University, where she previously served as Dean of the School of Arts and Humanities. Her research and leadership have focused on digital learning, immersive and virtual environments, and emerging technologies, with specific expertise in higher education technologies and systems, digital media arts, visual pedagogy, and digital communication. Dr. Allain's role on the SUNY Innovative Instruction Research Council (IIRC) led to collaborations with the SUNY Faculty Advisory Council on Teaching with Technology (FACT²) AI Task Group. Allain co-authored the 2nd edition of the SUNY FACT² Guide "Optimizing AI in Higher Education" (2024). She co-chaired the FACT² subgroup on Evaluating AI Tools for Teaching and Learning, leading the development of an AI Tool evaluation instrument, and served as co-author and co-editor of "AI in Action: A SUNY FACT² Guide to Optimizing AI in Higher Education" (2025). She is currently co-chairing the SUNY FACT² Task Group on AI & Digital Accessibility.



Nicola Marae Allain, Ph.D.

Dr. Allain's leadership in faculty development and curriculum design has modeled innovative strategies that scale across disciplines, adopted by SUNY Empire and institutions in New Zealand. She has previously collaborated on metaliteracy initiatives, courses, MOOCs, and publications. With Dr. Mackey, she is Co-

Principal Investigator on an Innovative Instructional Technology Grant project on AI & Metaliteracy. Fluent in several languages, Allain is also a translator of French poetry and Classical Chinese literary texts. She was awarded the SUNY Chancellor's Award for Excellence in 2006.

Thomas P. Mackey, Ph.D. is Professor in the Department of Arts and Media at Empire State University, State University of New York (SUNY), where he serves as Program Coordinator for the Digital Media Arts (BA/BS) degree. His research centers on metaliteracy, a pedagogical framework he co-originated with Prof. Trudi E. Jacobson to support reflective, ethical, and participatory learning in digital environments. Their co-authored book *Metaliteracy in a Connected World: Developing Learners as Producers* was recognized with the 2024 Divergent Publication Award for Excellence in Literacy in a Digital Age Research. Mackey is also co-editor of *Teaching Digital Storytelling: Inspiring Voices through Online Narratives* (2024), with Dr. Sheila Marie Aird, which features contributions from educators in the United States and South Africa.



Thomas P. Mackey, Ph.D.

Dr. Mackey has received the SUNY Chancellor's Award for Excellence in Scholarship and Creative Activities and the Dr. Susan H. Turben Chair in Mentoring. He also received a 2025 AI Fellowship at Empire State University focused on embedding artificial intelligence and metaliteracy within selected Digital Media Arts courses and developing scalable learning resources. He serves as Co-Principal Investigator with Dr. Allain on the SUNY Innovative Instruction Technology Grant supporting the development of this open educational resource (OER) toolkit for the effective integration of AI and metaliteracy across the curriculum. He was named the 2024 SUNY Online Teaching Ambassador and holds an honorary appointment in the Research Unit for Self-Directed Learning at North-West University, South Africa.

Eugenio Solis de Ovando, Ph.D., is an Assistant Professor in the College of Arts and Sciences at SUNY Empire State University, where he also serves as Interim Academic Coordinator for Arts and Media and for the Department of Literature, Communication, and Cultural Studies. He holds a Ph.D. in Artificial Intelligence, a master's degree in Learning and Emerging Technologies, and a bachelor's degree in Digital Media Arts, and is currently pursuing a second doctorate in Instructional Design and Technology. His work focuses on the intersection of artificial intelligence, digital media, and education, with an emphasis on applied innovation and real-world impact.



Eugenio Solis de Ovando, Ph.D.

Dr. Solis de Ovando is an expert in artificial intelligence, emerging technologies, and professional software, with more than twenty years of experience training professionals across industries such as design, media, marketing, and technology. He specializes in integrating AI into instructional design, creative workflows, and human performance, helping individuals and organizations adapt to evolving technological environments.

In addition to his academic work, he provides consulting services for major organizations across multiple countries, supporting initiatives in digital transformation, AI integration, and creative technology. His international experience allows him to connect academic knowledge with industry practice in a practical and

effective way. He also collaborates in the evaluation and testing of advanced software tools before public release, maintaining deep expertise in professional creative and production technologies. Through his combined work in teaching, research, and consulting, he continues to explore how AI and technology can enhance learning, creativity, and professional development.

Alena Rodick currently serves as the Director of Learning Design and Solutions at Empire State University, where she supports strategic planning for Empire Online and oversees work related to instructional design, instructional technology, digital accessibility, course development, and personnel. Her work focuses on developing effective online learning experiences through research-supported course design practices, quality assurance processes, usability testing, accessibility review, and evidence-based approaches to course improvement.

Alena holds graduate degrees in Information Design and Technology and Data Analytics. She has taught online courses for Empire State University and the College of Saint Rose, including advanced instructional design, new media and literacies, and data models and structured data analysis. She has led and contributed to a wide range of instructional design and educational technology projects, including multiple SUNY Innovative Instructional Technology Grant initiatives, MOOC development, learning analytics, data-informed course design, digital accessibility, generative AI, and faculty support. She has presented widely at local, national, and international events on topics related to online education, instructional design, digital accessibility, generative AI, and emerging educational technologies.



Alena Rodick

State University of New York at Brockport Team

Kathleen Olmstead, Ed.D., Associate Professor, SUNY Brockport

Kathleen is a literacy scholar in the Education and Human Development department at SUNY Brockport. Her research interests include literacy and empathy, inclusive children's literature, home-school literacy connections, early literacy, and teacher education. She has collaborated extensively with Dr. Logan Rath on related initiatives.

Logan Rath, Ph.D., Librarian, SUNY Brockport

Dr. Logan Rath is a Librarian at SUNY Brockport where he focuses on instruction and student research support. He is a 2023 recipient of the Service to the University award and a 2016 recipient of the Chancellor's Award for Excellence in Librarianship. His current research interests include the intersection of information literacy and literacy as a social practice, effective library instruction, and effective integration of technology into collegiate learning. In addition to his role as a librarian at Brockport, Logan teaches at the University at Albany in the Information Science and Technology program. He co-authored the chapter "Applying the metaliteracy framework to literacy and teaching for learning in a digital and multimodal age" in T. Mackey & T. Jacobson (Eds.), *Metaliteracy in Practice* (2016) and has contributed to OER development.

AI and Metaliteracy: Learning in an AI-Mediated World

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Image generated by Nicola Marae Allain using Chat GPT 5.5.

AI and the Changing Nature of Learning

Artificial intelligence has been developing for decades, but the emergence of tools such as OpenAI marked a significant shift by making natural language interaction widely accessible. For the first time, individuals could engage directly with AI systems through everyday communication, using text to generate ideas, images, and even video.

This development builds on earlier transformations in how people access and participate in information environments—from the expansion of print, to the rise of the web and digital networks, to the widespread use of mobile technologies. Each of these shifts has reshaped how information is created, shared, and understood, increasing both access and participation.

Generative AI extends this trajectory by making the production of content more immediate and widely available, enabling new forms of expression and collaboration. At the same time, it raises important questions about originality, authenticity, documentation, and the ethics of meaning-making in digital environments. It also introduces new challenges related to how individuals interpret and trust information, particularly as AI-generated content—including misinformation, disinformation, and deepfakes—becomes more prevalent and difficult to distinguish from human-created content. As individuals increasingly work with AI to generate and interpret information, the need for thoughtful, reflective, and responsible engagement becomes more critical.

Education and the Need for a Framework

In this context, education plays a critical role in supporting learners to engage with increasingly complex information environments. Beyond learning how to use AI tools, individuals must develop the ability to reflect on their own thinking, evaluate the credibility and implications of information, and participate responsibly in the creation and sharing of knowledge.

Metaliteracy offers a framework for understanding this process, emphasizing learning as an active, reflective, and participatory experience in which individuals engage with information not only as consumers, but also as producers, collaborators, and contributors within dynamic digital environments (Mackey & Jacobson, 2022).

Metaliteracy as a Framework for Learning

Metaliteracy was first introduced as a concept to expand traditional understandings of information literacy in response to the participatory nature of digital environments (Mackey & Jacobson, 2011). Rather than focusing solely on the evaluation of information, metaliteracy recognizes learners as active participants who create, share, and reflect on information in collaborative and networked spaces.

Over time, metaliteracy has evolved into a holistic pedagogical framework for learning (Mackey & Jacobson, 2022). It emphasizes the integration of four domains of learning— affective, behavioral, cognitive, and metacognitive—along with key learner roles, including producer, researcher, participant, and collaborator.

The framework also identifies a set of learner characteristics, such as being reflective, adaptable, informed, and civic-minded. Together, these characteristics support learners in becoming ethically engaged by recognizing their responsibilities in social information environments.

Through this process, individuals develop as metaliterate learners, cultivating a reflective mindset that supports active and intentional participation. Learners not only think critically about information, but also contribute as producers who create, share, and shape knowledge in meaningful ways.

Metaliteracy has been applied across a range of innovative learning environments, including online courses, MOOCs, and global virtual exchanges, demonstrating its adaptability across disciplines and its continued evolution in response to emerging technologies.

Metaliteracy in an AI Context



Image generated by Nicola Marae Allain using Chat GPT 5.5.

In AI-mediated environments, the principles of metaliteracy take on new meaning as learners engage directly with systems that generate and shape content. Rather than simply locating or evaluating information,

individuals interact with AI as part of an ongoing process of interpretation, creation, and revision.

In this context, learners take on multiple roles. As producers, they generate content in collaboration with AI systems, shaping outputs through prompts, selection, and revision. As researchers, they evaluate the quality, accuracy, and limitations of AI-generated information. As participants and collaborators, they engage in shared digital environments where content is created, circulated, and interpreted by both humans and machines. While AI functions as a tool in this process, it also shapes how ideas are developed and expressed, influencing how learners think, create, and communicate.

Working with AI requires a heightened level of reflection. Learners must consider how their inputs influence outputs, how biases may be embedded in generated content, and how their decisions shape the meaning and impact of what they create and share. Through this process, learners develop a metaperspective on their interactions with AI, becoming more aware of how they plan, prompt, revise, and interpret content. This awareness supports more effective use of AI, including the ability to identify appropriate tools and critically evaluate their outputs.

At the same time, developing as a metaliterate learner involves understanding the broader systems in which AI operates. Learners begin to recognize that AI platforms are shaped by the decisions of organizations and developers, and that these systems reflect particular values, assumptions, and commercial interests. This awareness encourages learners to consider how their use of AI aligns with their own values and responsibilities.

AI-mediated environments also amplify the need for civic-minded and ethically engaged participation. As AI-generated content becomes more prevalent, individuals are not only consumers of information but also contributors to information ecosystems that shape public understanding. Developing a metaliteracy mindset in this context prepares learners to engage with a wide range of evolving environments, not just a single tool or platform. Rather than focusing on discrete skills, this approach emphasizes ongoing reflection, adaptability, and responsible engagement as learners make informed choices about how to use, share, and create content.

Connection to the Toolkit

This toolkit applies these principles through a sequence of four modules and adaptable assignments designed to support learning with AI through a metaliteracy framework. The modules align with the metaliteracy learning goals and guide learners from identity formation to evaluation and production, collaborative participation, and ongoing development as metaliterate learners.

Assignments encourage learners to evaluate AI systems and their outputs while also creating with AI in ethical and responsible ways. Rather than focusing on specific tools, the toolkit emphasizes conceptual understanding and reflective practice, supporting learners in developing as effective participants in AI-mediated environments. Through this process, learners gain insight into their own learning, the distinctions between human and machine contributions, and how these interactions shape information production.

The toolkit is also designed to be open and adaptable, supporting use across disciplines and contexts while encouraging broader participation and civic engagement. It models collaboration not only among educators and learners, but also with AI itself, demonstrating how human intention, critical reflection, and iterative interaction can guide meaningful and responsible use of these technologies.

Selected Resources

These resources provide additional context for understanding how metaliteracy has developed as a framework for learning and how it continues to evolve in response to emerging technologies, including artificial intelligence.

- Allain, N. M., & Mackey, T. P. (Eds.). (2027). *AI and Metaliteracy: Empowering learners for the Generative Revolution*. Bloomsbury.
- Griesbaum, J., Dreisiebner, S., Mackey, T. P., Jacobson, T. E., Thadathil, T., Bhattacharya, S., & Adilović, E. (2023). Teaching Internationally, Learning Collaboratively: Intercultural Perspectives on Information Literacy and Metaliteracy (IPILM). *Communications in Information Literacy*, 17 (1), 260–278. <https://doi.org/10.15760/comminfolit.2023.17.1.4>
- Jacobson, T., & Mackey, T. (2025). 2025 Metaliteracy Goals and Learning Objectives. *Metaliteracy*. <https://metaliteracy.org/learning-objectives/metaliteracy-goals-and-learning-objectives-updated-2025/>
- Mackey, T., & Jacobson, T. (2011). Reframing Information Literacy as a Metaliteracy. *College & Research Libraries*, 72(1), 62-78. doi: <https://doi.org/10.5860/crl-76r1>

- Mackey, T. P., and Jacobson, T.E.. *Metaliteracy in a Connected World: Developing Learners as Producers*. Chicago: ALA Neal-Schuman, 2022.
- Mackey, T. P., & Aird, S. M. (2021). Integrating Metaliteracy into the Design of a Collaborative Online International Learning (COIL) Course in Digital Storytelling. *Open Praxis*, 13(4), pp. 397–403. DOI: [10.55982/openpraxis.13.4.442](https://doi.org/10.55982/openpraxis.13.4.442)
- O'Brien, K. L., Forte, M., Mackey, T. P., & Jacobson, T. E. (2017). Metaliteracy as a pedagogical framework for learner-centered design in three MOOC platforms: Connectivist, Coursera, and Canvas. *Open Praxis*, 9(3), 267–286. DOI: [10.5944/openpraxis.9.3.553](https://doi.org/10.5944/openpraxis.9.3.553)
- Wikipedia contributors. (2025, December 14). Metaliteracy. In *Wikipedia, The Free Encyclopedia*. Retrieved 15:31, April 12, 2026, from <https://en.wikipedia.org/w/index.php?title=Metaliteracy&oldid=1327466876>

How to Use This Toolkit

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How to Use This Toolkit

This Brightspace toolkit includes sample assignments, discussions, and supporting materials drawn from the following SUNY Empire courses:

- DIGA-3065: Media Arts
- DIGA-3025: Advanced Web Design
- DIGA-4999: Capstone in Digital Media Arts
- DIGA-3036: Ethics of Digital Arts and Design
- DIGA-3040: Digital Storytelling
- COMM-3027: Data Visualization
- COMM-3002: Digital Communication Careers and Culture Advanced
- COMM-3015: Social Media: Communication and Culture

In addition, two assignments were developed specifically for this toolkit to address key areas of metaliteracy and AI integration, including an introductory reflective writing activity and a culminating reflection and future learning plan.

The examples are organized by module and presented through an AI + metaliteracy framework. Many include rubrics, and some include supplemental resources (for example, guidance on using AI tools, finding images, or using openly licensed media).

After you copy the cartridge into your LMS, you can modify and adapt these examples to fit your discipline, course outcomes, and student needs. You might:

- Swap the topic or content area while keeping the same metaliteracy roles and reflection prompts
- Adjust the tool recommendations to match what your students have access to
- Edit criteria in the rubric to align with your program expectations
- Add or remove scaffolding (templates, checklists, examples) based on student readiness

For information about contributors, AI assistance, attribution, citation, and licensing, see the *Credits, Attribution, and Licensing page*.

Credits, Attribution, and Licensing

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Credits, Attribution, and Licensing

Project Team

The *AI and Metaliteracy OER Toolkit* was developed through a collaborative effort by Nicola Marae Allain, Tom Mackey, and Eugenio Solis de Ovando.

Dr. Marae Allain, Dr. Mackey, and Dr. Solis de Ovando contributed assignments, discussions, and related course materials to the toolkit while also shaping its broader development. Together, they developed the overall framework, module structure, conceptual organization, and integration of AI and metaliteracy throughout the resource.

SUNY Empire Faculty Contributions

Additional SUNY Empire faculty colleagues contributed course-based materials that informed the toolkit.

- **Dr. Susan Oaks** contributed writing assignment examples from SUNY Empire courses represented in the toolkit.
- **Dr. Cindy Conaway** contributed AI-focused assignments and discussion activities from SUNY Empire courses, including examples related to digital communication, social media, and data visualization.

The toolkit includes adapted course-based materials contributed by project team members and SUNY Empire faculty colleagues. These contributions include sample assignments, discussions, rubrics, and related teaching materials drawn from the courses represented in the toolkit.

In addition to adapted course materials, some content in this toolkit was developed specifically for this resource to strengthen AI integration, reflection, and metaliteracy development across the modules.

AI Assistance

Various generative AI tools were used in the development of this toolkit, with substantial human involvement throughout. AI-supported work included framing and brainstorming, drafting module overviews, developing and refining assignment prompts, assisting with rubric development, generating images and avatar materials, and offering recommendations for organization and structure.

All AI-supported content was reviewed, edited, selected, and substantially shaped by the project team. Human contributors made the instructional, design, and editorial decisions for the final resource.

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Once finalized, the toolkit will be available for download from the Metaliteracy.org website and may also be distributed through platforms that support the sharing and discovery of Open Educational Resources.:

AI and Metaliteracy OER Toolkit by Nicola Marae Allain, Tom Mackey, and Eugenio Solis de Ovando, Empire State University, available at [Metaliteracy.org](#), licensed under [Creative Commons Attribution-ShareAlike 4.0 International License](#).

Suggested Citation

You may adapt the following citation to fit your discipline or preferred citation style:

Marae Allain, N., Mackey, T., & Solis de Ovando, E. (2026). *AI and Metaliteracy OER Toolkit*. Empire State University. [Metaliteracy.org](#). Licensed under Creative Commons Attribution-ShareAlike 4.0 International License.

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Module 1: Metaliterate Learner Identity

Module 1 Overview — Reflecting on Learner Identity in AI-Mediated Environments

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Reflective Learning in Digital and AI-Mediated Environments

This module introduces a sequence of reflective, multimodal assignments designed to help learners examine their identities within evolving digital and AI-mediated information environments. Beginning with an introductory digital storytelling activity and culminating in a final reflective video, the module supports a progression from initial self-awareness to deeper metacognitive reflection on how learners create, share, and make meaning.

These two assignments serve as bookends for the Digital Storytelling course. They provide a structured opportunity for learners to first identify with the metaliteracy roles and then evaluate their development as self-directed learners through the lens of the metaliteracy characteristics. Together, they create a clear arc from identity formation to reflective self-assessment.

An applied writing activity, developed as part of this toolkit, introduces learners to working with AI while reflecting on their roles as metaliterate learners. Positioned between these assignments, it provides an opportunity for learners to engage directly with AI as part of their writing process while developing awareness of how their thinking, decision-making, and sense of authorship are shaped through this interaction.

Grounded in Metaliteracy Goal 1, the module emphasizes reflection on strengths, experiences, and areas for growth. Learners consider how their perspectives shape engagement with information, how they contribute to dynamic environments, and how they adapt their practices in response to new tools and technologies, including AI. While not dependent on AI, the assignments are well suited for AI-enhanced contexts, prompting reflection on how digital and generative tools influence creativity, decision-making, and authorship.

Although developed within a digital storytelling context, these assignments are adaptable across disciplines and educational settings, supporting reflective and metacognitive learning in a wide range of courses.

Module Takeaways

Aligned with Metaliteracy Goal 1 and Bloom's Taxonomy

This module supports learners to:

- Identify strengths and areas for growth as learners in digital environments. *Understand / Analyze*
- Reflect on how personal experiences and perspectives shape learning. *Analyze / Evaluate*
- Analyze how they engage with and contribute to networked and AI-mediated environments. *Analyze*
- Apply reflective practices to adapt to new tools and technologies, including AI. *Apply*
- Evaluate how collaboration and feedback influence their learning and communication. *Evaluate*

DIGA3040: Selfie and Metaliteracy Video and Peer Review

Discussion

Overview and Rationale

This discussion invites students to create a short, reflective digital story in the form of a 1–2 minute selfie-style video that introduces who they are as learners, creators, and emerging contributors in a networked world. By combining personal narrative with the metaliteracy framework, students connect their identity, goals, and learning strategies to the roles they play when working with digital media and artificial intelligence, such as author, collaborator, producer, and ethical participant. The assignment supports AI and metaliteracy by requiring students to plan, script, storyboard, and produce original media while critically reflecting on how tools, platforms, and generative technologies shape authorship, creativity, and meaning.

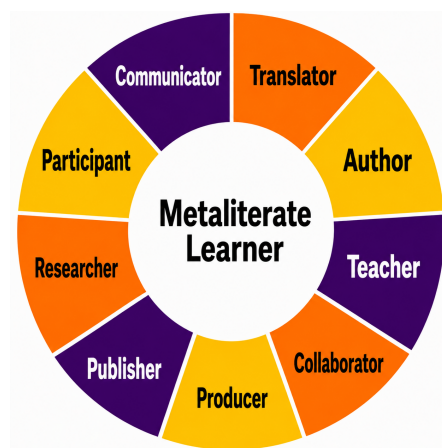
Although developed in Digital Media Arts, the structure transfers easily across disciplines: a history student might frame their video around being a researcher and curator of sources, a nursing student might reflect on learning and ethical decision-making in clinical simulations, a business student could connect storytelling to branding and entrepreneurship, and a teacher-education student could explore how digital stories support inclusive and multimodal learning. In every case, the assignment helps students see themselves not just as consumers of information, but as thoughtful, responsible producers of knowledge in AI-mediated environments.

Discussion Prompt

For this assignment, you will create a **1- to 2-minute selfie & metaliteracy video** introducing yourself and reflecting on your role as a digital storyteller.

Record a video and respond to the following:

- 1. Tell us about yourself. What do you hope to learn in this course?** Briefly introduce your background and your personal, professional, and/or academic goals related to digital storytelling.
- 2. What draws you to digital storytelling, and why is it important to you?** How do you see it influencing your learning, creativity, or career?
- 3. Which role(s) from the outer ring of the metaliteracy model best describe you?** How do these roles connect to your identity as a learner, creator, or storyteller?
- 4. How will these roles shape your approach to digital storytelling?** Reflect on how they will help you craft meaningful stories, engage audiences, or develop new skills.



Integrated Metaliterate Learner Figure (Mackey & Jacobson, *Metaliteracy in a Connected World: Developing Learners as Producers*, 2025) (Figure design by Mariah Lamby)

Metaliteracy encourages learners to reflect on their learning and to see themselves as individual and collaborative producers of information (<https://en.wikipedia.org/wiki/Metaliteracy>). To learn more about

metaliteracy, explore the [Integrated Metaliterate Learning Figure](#) by clicking on the key terms in the interactive diagram. Watch this video about [The Roles of the Metaliterate Learner \(06:02\)](#).

Follow these required steps to plan, produce, and share your digital story:

Planning, Production, and Submission Guidelines

Planning

- Write a script for your 1- to 2-minute video (review the script and storyboard examples in Course Resources). A well-structured script ensures clarity and organization.
- Create a visual storyboard to outline how your visuals will align with your script. This separate document should include a frame-by-frame plan with text and images.
- Select a production tool from the *Tools and Accounts You'll Need to Succeed* and choose a platform to host your video (or upload it directly to Brightspace).
- Review the media guidelines in *Requirements for Digital Images, Video, and Music* to ensure you use original or openly licensed content.

Production

- Record your selfie video using a smartphone, webcam, or tablet:
 - Use a teleprompter tool (e.g., an online teleprompter or PowerPoint's teleprompter feature) to assist with delivery.
 - Speak naturally and confidently while looking directly into the camera.
 - Position your camera at eye level with a simple, professional background.
 - Ensure good lighting and clear audio—test and adjust before recording.
- Edit your video as needed—basic editing is fine for this assignment.
- Use only original or openly licensed media—do not include copyrighted materials.

Alternative Option: If you prefer not to appear on camera, you may create a digital storytelling video using avatars, animation, or comics (e.g., Plotagon). Your alternative video must include images, movement, and audio narration to tell your story.

Recording Tips

- Use a smartphone for easy recording (hold it sideways/horizontally, not vertically).
- If using a laptop or desktop, a webcam and USB microphone are recommended for better sound quality.
- If using an iPhone or iPad, iMovie is a simple editing option.
- If using an Android device, WeVideo is an alternative.

Sharing & Submission

- Upload your video to LEARNscape, YouTube, Vimeo, or Brightspace.
- Set your video to "unlisted" or "visible with the link" if using an external platform.

- Post the following in the discussion forum:
 - Video link
 - Script
 - Storyboard (all three components are required)

Peer Review

- Watch and review at least two classmates' videos.
- Provide constructive feedback using the Digital Storytelling Rubric.

This assignment will help you develop storytelling skills, explore digital tools, and reflect on your role as a metaliterate learner. We look forward to your stories!

Grading and General Guidelines

Your "Selfie" will be evaluated based on the embedded *Digital Storytelling Rubric* and the *Vermont Portfolio Project Writing Rubric*. Please view the rubric course pages for a description of grading criteria and instructions for accessing feedback on your project.

Post Your Selfie & Metaliteracy Video in Your Post.

Writing Assignment: AI, Identity, and the Metaliterate Learner

Assignment

Overview and Rationale

This assignment invites learners to reflect on their identity as learners in digital and AI-mediated environments through a short writing activity that incorporates AI as part of the process. Learners explore how they approach learning, creating, and communicating, while considering how AI tools may influence their thinking, decision-making, and sense of authorship. The emphasis is on developing self-awareness through reflection, supporting learners in identifying their strengths, experiences, and perspectives as they begin to engage with AI.

Grounded in metaliteracy, this assignment engages learners in the roles of participant, producer, collaborator, and researcher. Learners participate by engaging with AI tools and digital environments, produce original written reflections, collaborate through interaction with AI systems and, optionally, peers, and research by examining and reflecting on their own thinking and AI-generated outputs. Aligned with Metaliteracy Goal 1 and Bloom's taxonomy, the assignment supports learners to identify, reflect on, and analyze their learning processes while beginning to apply reflective practices in new and evolving contexts.

Assignment Prompt

Write a brief reflection (approximately 300–500 words) exploring your experience as a learner working in digital and AI-mediated environments.

You may choose to use an AI tool to help generate ideas, outline your response, or draft part of your writing. If you do, reflect on how the tool influenced your thinking and process.

In your response, address the following:

- How do you currently approach learning, creating, or problem-solving in digital environments?
- What role, if any, did AI play in your process?
- How did working with AI affect your sense of authorship, originality, or ownership?
- In what ways do you see yourself acting as a participant, producer, collaborator, or researcher in this process?
- What questions or considerations does this raise for you as you continue learning with AI?

Focus on your process and reflections rather than producing a polished or “correct” answer. If you used AI, briefly describe how you used it and how it shaped your work.

Points possible: 100

DIGA3040: Final Selfie and Metaliteracy Video and Peer Review: Reflections on Metaliterate Learning

Discussion

Overview and Rationale

This culminating assignment asks students to produce a short reflective digital story that documents their growth as metaliterate learners and creators, using the characteristics of the metaliterate learner as a lens for self-assessment and future planning. Through scripting, storyboarding, and producing an original selfie-video, students engage in metacognitive reflection about how they learn, create, and share meaning in digital environments.

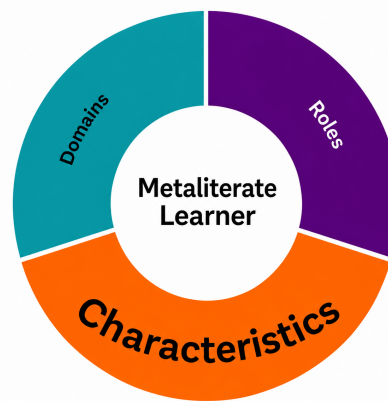
While the activity does not require the use of AI, it is easily adaptable to AI-enhanced teaching by inviting students to reflect on how tools such as generative text, image, or video systems influence their creative process, decision-making, and sense of authorship. In other disciplines, the same structure can support reflective learning about technology and knowledge production: education students might analyze how digital tools shape teaching practice, business students could connect metaliteracy to branding and data-driven storytelling, health or science students could reflect on communicating complex information with emerging technologies, and humanities students might explore originality and interpretation in digital culture. Across contexts, the assignment supports metaliteracy by helping learners integrate reflection, ethical awareness, and creative identity into their ongoing academic and professional work.

Discussion Prompt

Congratulations on nearing the completion of this course! I hope you found the experience valuable. For your final selfie & metaliteracy video, reflect on your growth as both a metaliterate learner and a digital storyteller.

This reflection focuses on the **characteristics of the metaliterate learner**, not the roles or domains.

Review the [Characteristics of the Metaliterate Learner](#) figure, click on each characteristic, and read the definitions. Then, consider which characteristic(s) you developed as part of your learning experience in this course.



Core Components of Metaliteracy (Mackey & Jacobson, 2022) Updated diagrams by Mariah Lamb (2025)

1. **Which metaliteracy characteristic(s) best describe your growth in this course, and why?** How have these characteristics influenced your ability to think critically, adapt, and engage with digital content?
2. **How have these characteristics supported your development as a digital storyteller?** How did they shape the way you created, interpreted, or shared digital stories?
3. **How has your understanding of digital storytelling evolved?** Reflect on your learning goals and whether your approach to storytelling has changed based on course experiences.
4. **How do you see yourself applying metaliteracy and digital storytelling beyond this course?** In what ways will you use these skills in future academic, professional, or personal projects?

This final video is an opportunity to celebrate your progress and share insights from your digital storytelling journey!

Produce your final selfie-video with the following steps:

1. Write a [script](#) and [visual storyboard](#) to plan out your final selfie video.
2. Edit your video using a software program of your choice.
3. Upload your story to a hosting platform such as LEARNscape, YouTube, Vimeo, or directly to Brightspace.
4. Decide if you want to keep the selfie-video private or unlisted, and then follow the instructions to share the link with us in this discussion space.
5. Post your script, visual storyboard, and selfie-video URL within this discussion forum (all three **must** be included).
6. Provide thoughtful peer review feedback based on the *Digital Storytelling Project Rubric -Peer Review* for at least two of your classmates.

Do not use copyrighted materials for this project and instead always **create your own** digital content or access openly-licensed resources via the *Requirements for Digital Images, Video, and Music* page.

Digital Stories Grading and General Guidelines

Your M4 final selfie-video will be evaluated based on the *Digital Storytelling Project Rubric -Peer Review* and the *Vermont Portfolio Project Writing Rubric*. Please view the rubric course pages for a description of grading criteria and instructions for accessing feedback on your project.

It's been a pleasure having you with us in the course! **Please post a link to your final selfie story below.**

Module 2: Ethical Evaluation & Production

Module 2 Overview — Evaluating and Producing Information in AI-Mediated Environments

Content Page

Evaluating and Producing Information in AI-Mediated Environments

This module brings together a sequence of assignments that engage learners in critically evaluating and ethically producing information in digital and AI-mediated environments. It begins with discussion-based activities that introduce key ethical questions related to generative AI, including authorship, bias, originality, and responsibility. These discussions provide a foundation for understanding the broader implications of AI in creative and communicative contexts.

Grounded in Metaliteracy Goal 2, the module emphasizes the interconnected roles of learners as both consumers and producers of information. Learners then move into writing-based and applied activities where they compare their own work with AI-generated output and evaluate AI feedback, providing a concrete foundation for assessing accuracy, attribution, and quality.

The module continues with comparative analysis of multiple AI-generated outputs, where learners identify patterns, assumptions, and differences in quality across responses. These activities support increasingly sophisticated forms of critical judgment and analysis.

The module concludes by returning to discussion-based ethical inquiry, drawing on examples from multiple disciplines to deepen understanding of how AI shapes information environments. This structure reinforces the relationship between hands-on evaluation and broader ethical responsibility.

Artificial intelligence is central to this module as both a topic of inquiry and a context for practice. Learners examine how generative AI shapes creative processes and communication while considering issues such as bias, misinformation, intellectual property, and accountability. The focus is not on technical use, but on developing a critical and ethical stance toward AI-mediated content.

While developed within writing, communication, and digital media contexts, these assignments are adaptable across disciplines and educational settings. The module provides multiple entry points for instructors to integrate evaluation, analysis, and ethical reasoning into their courses.

Module Takeaways

Aligned with Metaliteracy Goal 2 and Bloom's Taxonomy

This module supports learners to:

- Recognize themselves as both consumers and producers of information. *Understand*
- Evaluate AI-generated and human-created content for credibility, bias, and quality. *Analyze / Evaluate*
- Analyze how AI influences the creation, interpretation, and circulation of information. *Analyze*
- Apply ethical principles such as transparency, attribution, and responsible use in their own work. *Apply*
- Assess their responsibility in producing and sharing information in AI-mediated contexts. *Evaluate*

DIGA3040: Readings Discussion: AI and Digital Ethics

Discussion

Overview and Rationale

This discussion invites students to investigate how generative AI is reshaping creative work through the lens of metaliteracy, asking them to read, reflect, and dialogue about the ethical responsibilities of producing and sharing digital content in algorithmic environments. By engaging scholarly readings and peer perspectives, students practice core metaliterate roles such as critical evaluator, ethical producer, and collaborative learner while examining issues like authorship, bias, misinformation, and the social impact of AI-driven media.

Although framed around digital storytelling, the structure transfers easily across disciplines: journalism students can analyze AI and misinformation, business students can explore AI-generated branding and intellectual property, education students can examine AI-supported learning tools, and science or health students can consider ethical communication of AI-generated data and narratives. In every context, the assignment builds learners' capacity to question, contextualize, and responsibly use AI as part of a broader culture of informed, reflective knowledge production.

Discussion Prompt

The rise of **generative AI** is transforming digital storytelling, raising important ethical questions about creativity, authorship, and originality. As AI becomes more integrated into digital media, it challenges traditional notions of storytelling, from the creative process to issues of bias, misinformation, and artistic integrity. This discussion will help you explore the evolution of AI-driven storytelling while critically examining ethical concerns in the field.

To prepare for this discussion, be sure to complete the readings in the Course Schedule, which explore the ethical dimensions of digital storytelling, the role of AI in creative work, and the responsibilities of digital storytellers. For additional background about this topic, feel free to explore the *Resources about Digital Ethics* at the start of this module.

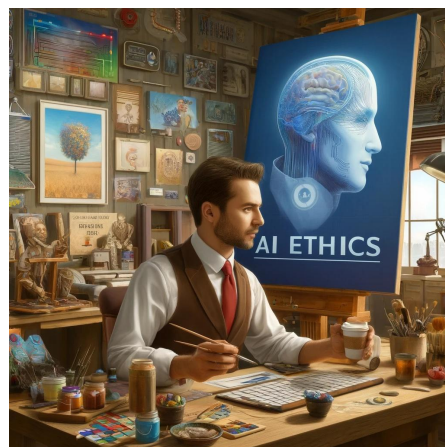


Image credit: This image was generated by Prof. Mackey using DALL-E in 2024

Discussion Prompts

In your post, engage with the readings and respond to the following:

1. **What do you see as the most pressing ethical concern related to generative AI in digital storytelling?** Consider issues such as authorship, bias, misinformation, or the impact on creative professions. Support your response with insights from the readings.

2. **As a digital storyteller, what are your responsibilities when creating media in a world increasingly shaped by AI?** How should ethical considerations guide your choices in writing, producing, and sharing content?
3. **What is the potential of generative AI in digital storytelling, and what ethical considerations should creators keep in mind?** Discuss how AI tools could enhance storytelling, enable new forms of creativity, or expand access to media production. At the same time, consider the risks and ethical responsibilities that come with using AI-generated content.

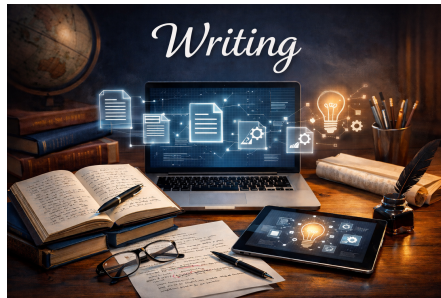
Your **initial post** should be well-developed and reference at least **two course readings** (use MLA, APA, or Chicago citation style). Be sure to always engage with at least **two classmates' posts** by providing thoughtful responses that build on their ideas or offer a different perspective. This discussion will help you critically analyze the role of AI in digital storytelling, ensuring that you approach digital media creation with both innovation and ethical awareness.

Discussion Requirements and Evaluation

Your discussion posts and responses must follow the *Discussion Evaluation Rubric* and will be evaluated using the *Discussion Requirements*. Be sure to review both to understand the expectations and grading criteria for your participation.

Writing Course(s): Summary Skill Assignment

Assignment



Overview and Rationale

This assignment engages learners in comparing their own written work with AI-generated output to evaluate how effectively each version represents source material in terms of accuracy, clarity, attribution, and overall quality. By asking learners to produce, assess, and revise a summary, the activity emphasizes critical judgment and reinforces the importance of human oversight when working with AI-generated content.

Although originally developed for a writing course, this assignment can be adapted for both lower- and upper-level courses across disciplines. Instructors may ask learners to summarize and evaluate source material in fields such as history, psychology, sociology, biology, business, or education, while maintaining a focus on accurate representation, ethical source use, and critical comparison of human and AI-supported work.

Assignment Prompt

Copy a brief portion of a researched source that you have chosen to use to support one of the *claims* in your essay. Then summarize this portion of the source.

How to Proceed

Choose 4-5 sentences/a brief paragraph from a potentially usable source that supports a *claim* in your essay.

Copy and paste the sentences/paragraph so that there's an exact copy at the start. Use quotations around the copied portion.

Summarize that information into 1-2 sentences. *Make sure* to use your own words and sentence structure to convey only the main idea of the copied text. (In the process of creating the summary to submit, you may find that you need to revise the summary a few times to make the words and sentence structure your own.)

Add an attribution at the start of the summary and in-text citations at the end.

AI Use

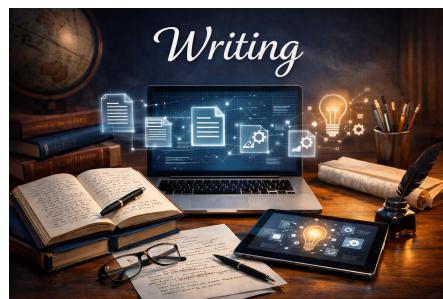
Do your own summary first. Then put the same 4-5 sentences quoted from your source into AI and ask it to summarize them. Evaluate the AI-generated summary. What's similar and different from your summary? Which version - yours or AI's - best exhibits characteristics of strong summaries (different wording and sentence structure, only the main ideas from the original text, attribution at the start, and citation at the end)? You may want to revise your own summary based on your evaluation.

Note that's not to imply that AI will summarize better than you. It doesn't have the ability to evaluate information, and you can't just accept what it does without carefully considering its output. But it may be useful in pointing out both strong and weak characteristics of summaries.

Writing Course(s): Discussion: Critique GenAI-Generated Outlines

Discussion

Overview and Rationale



This discussion asks students to examine and critique three GenAI-generated essay outlines by comparing their similarities and differences, identifying the assumptions behind each one, and evaluating the quality of the thesis statements and overall outlines using concepts of college writing. It reinforces metaliteracy by requiring students to critically assess AI-generated content rather than accept it passively, apply human judgment and

disciplinary knowledge, and engage in evidence-based dialogue with peers about the strengths and limitations of the technology. Although designed for writing instruction, the activity can be adapted across disciplines wherever students must evaluate the quality, assumptions, and usefulness of AI outputs, such as reviewing AI-generated arguments in history, proposals in business, explanations in science, or lesson plans in education.

For this discussion, create three outlines using GenAI for students to read and critique in the discussion forum.

Discussion Prompt

Initial Post - submit by Wednesday. In your initial post, respond to the following questions:

- What is similar and different in these three outlines?
- What are the assumptions that the technology made for each outline?
- Looking at each thesis sentence, which sample do you think best fulfills the role of a thesis sentence in an essay, and why?
- Looking at each thesis sentence, which sample do you think least fulfills the role of a thesis sentence in an essay, and why?
- What are the strengths and weaknesses of this Artificial Intelligence in terms of creating a thesis and an outline?

Subsequent Posts - respond to at least two others by Sunday Respond to others, agreeing and/or disagreeing and offering reasons why, based on evidence in the sample and on your own understanding of the concepts of college writing.

COMM3002: Assignment

Assignment

Overview and Rationale

This assignment asks students either to critically evaluate how an AI tool responds to their own paper or, if they choose not to use AI, to explain that choice and engage with a reputable published article about AI. In both paths, students must move beyond simple opinion by analyzing the usefulness, credibility, limitations, and implications of AI-generated or AI-related information while grounding their response in cited sources and assigned readings. The assignment reinforces metaliteracy by prompting students to reflect on their own stance toward AI, assess the trustworthiness and quality of information, and exercise informed human judgment about technology's role in digital communication and knowledge production.

Although developed for a digital communication course, it can be adapted across disciplines by asking students to evaluate AI feedback on an essay in English, a research paper in history, a lab report in science, a case study in business, or a lesson plan in education, as well as on newer forms of work such as a nursing care plan, a criminal justice case analysis, an environmental policy brief, or a marketing campaign proposal.

Assignment Prompt

AI tools are everywhere. They are as much a part of digital culture as the internet, social media or virtual tools like Teams or Zoom. You can go specifically to a tool like ChatGPT, Co-Pilot or Claude, but AI tools have also

been embedded in Google, The Microsoft Office Suite, and in other tools. Sometimes it may be very helpful, giving you information, editing advice, programming or other “how to” help or sources you might not have found easily. Other times, it “hallucinates”—providing misinformation, stripping the personality out of writing, giving bad advice, or making up articles and citations.

For this assignment, in addition to the actual paper, please do one of the following:

Put your paper into one of the AI tools. Ask it to edit your work and check it for flaws in logic or explanation and find supplemental readings that might add to your paper. Write a page about the suggestions it makes. What did it improve? What did you like less about what it did? Did it provide any information for you? What kind, and how valid and valuable do you think it was? Can you actually find the books or articles it suggests? Are they from reputable publications? How did you feel about what it told you?

OR

If you choose not to voluntarily use AI tools, why is that? Write about a half a page about what you think you know about AI. Then find an article about AI in a reputable magazine or newspaper. Some good choices include *The New York Times*, *The Washington Post*, *The Wall Street Journal*, *Harvard Business Review*, *Wired* or a scholarly journal found in the SUNY Empire State University library. Do not use a blog or website. Do you agree or disagree with it? Write another half a page about that.

All written work should include appropriately cited references in MLA, APA, or Chicago/Turabian Style, as well as quotes from the assigned readings.

Directions for Citations

Directions for citations: When you write something and use the work of another, whether you are quoting, paraphrasing or just giving the general idea, It's important to cite your sources because people worked hard on what they wrote. Wouldn't you want someone to acknowledge you if you wrote something and they used it? If you do not know how to cite a scholarly source, please look up how in the library [Basics - Citing Your Sources - LibGuides at Empire State University \(sunyempire.edu\)](#)

You may use APA, MLA or Chicago/Turabian style, just be consistent. If you do not have a preferred tool, check to see which your program or concentration requires. The Digital Communication program and most Cultural Studies/Humanities courses, for example, use MLA style, so using that is fine. The Psychology program and most social science or science programs use APA, as do many business or human services programs. Historical Studies is more likely to use Chicago/Turabian. [The College Student's Guide To Citation Styles \(wgu.edu\)](#)

If you used an AI tool, please cite that too—see instructions under citing Generative AI. Use the instructions for MLA or APA if you are otherwise using a different style. [Basics - Citing Your Sources - LibGuides at Empire State University \(sunyempire.edu\)](#)

DIGA3036: Discussion: Ethics of AI Artworks

Discussion

Overview and Rationale

This discussion-based assignment engages students in a focused ethical inquiry into generative AI and visual art by asking them to analyze a real and widely debated case of AI-produced artwork through scholarly, journalistic, and philosophical lenses. By evaluating questions of authorship, originality, labor, and artistic value, learners practice core metaliteracy capacities such as critical evaluation, ethical reasoning, and collaborative knowledge building while situating AI-generated media within broader cultural and social contexts.

Although designed for digital art and media studies, the structure adapts easily across disciplines: law students can examine intellectual property and copyright, business students can explore market disruption and creative labor, education students can reflect on AI in creative learning, and humanities students can interrogate aesthetics, authorship, and meaning in algorithmic culture. In every setting, the assignment supports learners in becoming reflective, ethically grounded participants in AI-mediated knowledge and creative ecosystems.

Discussion Prompt

This discussion invites you to explore the ethical questions raised by AI-generated art, particularly in relation to authorship, originality, and creativity. You'll respond to the controversy surrounding Jason Allen's AI-generated artwork "*Théâtre D'opéra Spatial*", which won first prize at the Colorado State Fair—and reflect on the broader implications for digital artists and society.



"*Théâtre D'opéra Spatial*" [Wikimedia Commons](#)

To prepare for this discussion, complete the following materials:

- Kevin Roose's *The New York Times* entitled "[An AI-Generated Picture Won an Art Prize. Artists Aren't Happy](#)" (2022)
- *The Conversation* essays:
 - "[Give this AI a few words of description and it produces a stunning image – but is it art?](#)" by Aaron Hertzmann
 - "[ChatGPT, DALL-E 2 and the collapse of the creative process](#)" by Nir Eisikovits and Alec Stubbs
- *Ethics Resources* provided in this module (with key definitions and frameworks)

In your post, respond to the following questions:

1. Is it art?

Based on what you've learned, do you believe Jason Allen's *Théâtre D'opéra Spatial* deserved to win a prize for digital artwork? Why or why not? Support your position with ideas from the readings and art terminology where relevant.

2. What are the ethical concerns?

Identify and discuss at least one major ethical issue raised by the use of AI in the creation of visual art. Consider authorship, originality, labor, fairness, or deception. Use the **ethics resources** in this module to define and support your analysis.

3. What's at stake for creativity?

In your view, what are the most exciting opportunities—and greatest challenges—for human creativity in a world where generative AI tools are widely available?

Reply to at least two classmates (150 words each) by building on their ideas, asking thoughtful questions, or offering new ethical or artistic perspectives.

Please make sure to review the *DIGA3036: Discussion Evaluation Rubric* before participating in this assignment. I look forward to seeing you in the conversation!

DIGA3025: Discussion: Ethical Implications of AI Digital Media

Discussion

Overview and Rationale

This discussion-based assignment helps students practice ethical judgment about AI-generated digital media by grounding their analysis in one real example (with a link) and the specific ethical issues tied to how that work was created and shared. The reflection component pushes students beyond critique by asking them to decide whether they will use AI in their own work and to describe how they would weigh ethical considerations to use AI responsibly.

Although designed for digital media arts, the structure adapts easily across disciplines: law can emphasize rights and accountability, business can focus on professional standards and market impacts, education can address responsible learning use, and the humanities/social sciences can examine cultural effects and meaning-making.

Discussion Prompt

Discuss the ethical implications of AI-generated digital media arts. Provide an example (with link) and explain the ethical issues connected to the creation of the artistic work you are using as an example. Let us know if you plan to adopt AI in your work going forward (or if you already are), and how you would think through ethical considerations when you work with AI in order to apply AI technologies in a socially responsible way.

Please review the *Discussion Guidelines and Rubric* before posting.

Aligns with Learning Outcome #1: Describe the theory of digital media arts related to the aesthetic, social, ethical and professional considerations of the field.

Module 3: Collaborative & Participatory Engagement

Module 3 Overview — Collaborative & Participatory Practice in AI-Mediated Environments

Content Page

Collaborative & Participatory Practice in AI-Mediated Environments

This module brings together a sequence of assignment types that support learners in actively engaging, contributing, and collaborating within digital and AI-mediated environments. Grounded in Metaliteracy Goal 3, it emphasizes participation as a social, ethical, and creative process shaped by communication, design, and interaction with others.

The module begins with creative experimentation, where learners explore how AI-generated content is produced through prompts and iterative processes. It then moves to audience-focused communication, using AI to analyze and engage specific groups through targeted messaging and content strategies.

Learners next engage in applied integration, incorporating AI-generated content into projects such as web design or digital media production. Through testing, feedback, and revision, they participate in collaborative processes that require attention to usability, coherence, and ethical decision-making.

A key component of this module is accessibility and inclusive participation, which frames design as a question of who can engage and how. Learners consider how AI systems can support or limit participation and how inclusive design enables broader, more equitable involvement.

The module concludes with reflection on practice, encouraging learners to consider how their contributions and use of AI shape outcomes for themselves and others.

The module also includes an example of a public-facing media project that highlights how learners can contribute to broader conversations about AI, including issues such as misinformation and ethical communication.

Artificial intelligence is central to this module as both a tool and a context for participation. The emphasis is on meaningful engagement, inclusive design, and awareness of how individual contributions shape shared digital spaces.

Module Takeaways

Aligned with Metaliteracy Goal 3 and Bloom's Taxonomy

This module supports learners to:

- Reflect on their role and impact in collaborative and participatory environments. *Analyze / Evaluate*
- Apply ethical and responsible practices when creating and sharing AI-supported content. *Apply*
- Develop creative and collaborative approaches to working with AI. *Apply / Create*
- Engage in iterative processes that incorporate feedback, testing, and revision. *Apply / Analyze*
- Assess how accessibility and design choices shape participation and inclusion. *Evaluate*

DIGA3065: Assignment

Assignment

Overview and Rationale

This assignment engages students in hands-on experimentation with AI tools to generate an original work of art or music, requiring them to document their prompts, share the final product, and reflect on the technical, creative, and ethical issues encountered in the process. By making both the creative decisions and the prompting process visible, the activity emphasizes process over product and helps students understand how AI-assisted multimodal works are constructed.

Although designed for digital media arts, the assignment adapts easily across disciplines: design programs can focus on prototyping and visual development, music programs can explore AI-assisted composition, education programs can examine instructional media creation, and business or communication programs can analyze workflow integration and audience impact. The reflective component ensures that experimentation remains analytically grounded rather than purely technical.

Assignment Prompt



Experiment with AI to generate a work of art or music. This could be a piece you plan to integrate into your final project, or something separate. To do this, choose the AI tool(s) you plan to work with, and make sure you are able to share the results in an easily accessible format. Share your prompts (instructions you gave the AI tool in order to generate the work or elements of the work) and the end product, and describe any technical, creative, or ethical issues you encountered in the process.

If you are working with image generation, here are a couple of handy references that can help guide better prompt writing (and therefore, better results):

- [70+ AI art styles to use in your AI prompts](#)
- [The big list of prompt ideas for AI art and illustration](#)

Aligns with Learning Outcome #4: Demonstrate advanced level knowledge of multimodal digital media arts projects including elements of sound, image, movement, and story (in either 2D or 3D form), with integrated digital media applications.

Points possible: 100

COMM3015: Discussions (2 Parts)

Discussion

Overview and Rationale

This discussion asks students to conduct an AI-supported audience analysis for a virtual destination, use those insights to shape social media messaging and traffic strategies, and then reflect more deeply on the tools, challenges, personalization opportunities, and real-world implications of AI-powered targeting. It reinforces metaliteracy by requiring students to actively produce, evaluate, and reflect on AI-assisted communication rather than simply consume it, while also considering audience awareness, ethical implications, credibility, and the limits of algorithmic recommendations.

Although developed for a social media communication course, the discussion can be adapted across disciplines by asking students to use AI to identify and analyze target groups for a public health campaign, or a nonprofit outreach initiative. Instructors could also apply this learning activity to a business product launch, a political communication strategy, an educational program, or a museum or community event promotion.

Part 1: Discussion Prompt

After reading the article, you will do an "AI experiment." Here is what you are to do.

- Identify your target audience: Who are the people most likely to be interested in your virtual destination? Use AI tools to analyze demographics, interests, and behaviors. I recommend using free versions of either ChatGPT or Gemini to begin. Of course, you can use any tool available; there are several from which to choose.
- Craft compelling messaging: Once your audience is identified, develop messages that resonate with your target audience. Consider their needs, desires, and pain points.
- Drive traffic: From your work here, consider strategies for using AI-powered social media advertising and organic reach to attract your target audience to your virtual destination.
- For this week, create a short discussion post (50-100 words) where you present your AI experiment; what AI program did you use, describe your audience and AI outcomes, describe your 2 social media applications, and describe your virtual destination. Respond to two peers with suggestions and/or commentary on how your work with AI is going.

Part 2: Discussion Prompt

Based on your AI experiment in Part 1 Assignment, please answer the following questions and create a post for Week 6:

- Tool Recommendations: Which AI tools did you find most helpful for your audience analysis and targeting? Why?
- Challenges and Solutions: What challenges did you encounter when using AI for audience targeting? How did you overcome them?
- Case Studies: Can you share examples of successful or unsuccessful AI-powered audience targeting campaigns from other brands or individuals?
- Beyond Demographics: How did AI help you uncover more nuanced audience characteristics beyond basic demographics (e.g., psychographics, interests)?
- Message Personalization: Can you share specific examples of how AI helped you personalize your messaging to individual audience segments?

- Article Relationship: How did the article's discussion of AI's potential benefits and challenges align with your own experiences?

Write a 250-400 word post and answer all 6 questions based on your week 5 work. Include in-text citations and references.

DIGA3025: Applied Assignment: Incorporating AI-Generated Content into a Web Design Project

Assignment

Overview and Rationale

This assignment engages students in the intentional integration of AI-generated content into a live web design project, requiring them to plan, implement, test, and critically reflect on how AI tools function within a real user-facing environment. Rather than treating AI as a novelty feature, students must make strategic decisions about where and why AI-generated text, images, or interactive elements enhance the site's goals, while maintaining aesthetic coherence, usability, and accessibility standards. The required user testing and documentation components position AI integration as a design decision subject to evaluation, revision, and ethical consideration, reinforcing the importance of human oversight, inclusivity, and bias awareness.

By combining creative production with technical integration, reflection, and performance evaluation, the assignment emphasizes responsible innovation. The same structure also adapts easily across disciplines by swapping the site's purpose and content—for example, a health information resource hub, a training module, a policy explainer, or a product/service microsite—while keeping the core workflow of AI-supported content creation, integration, user testing, and reflective documentation.

Assignment Prompt:

1. Project Selection and Planning:

- Choose which aspect of your web design project is suitable for integrating AI-generated content.
- Outline the scope of your project, specifying where and how AI-generated content will be utilized (e.g., blog posts, product descriptions, customer support chatbots).

2. Research and Tool Selection:

- Research different AI tools and services that can generate or assist in creating content. Consider tools like OpenAI's GPT for text, DALL-E for images. At this point there are hundreds of specialized apps and tools available.
- Select the AI tools that best fit the needs of your project.

3. Integrating AI Tools:

- Integrate the chosen AI tools into your web project. This could involve using APIs to fetch AI-generated content or embedding AI features directly into your website.
- Ensure that the integration is seamless and maintains the aesthetic and functional coherence of your design.

4. Content Generation and Curation:

- Use AI to generate initial content drafts. For instance, create product descriptions using an AI text generator or design artwork using an AI image tool.
- Curate and refine the AI-generated content to ensure it aligns with your website's tone, style, and objectives. Remember, AI is a tool to assist, not to replace the human touch in creativity.

5. User Experience and Accessibility:

- Implement the AI-generated content in a way that enhances user experience.
- Consider readability, engagement, and interaction.
- Be mindful of bias and make sure your content is inclusive.
- Ensure that the content is accessible, adhering to web accessibility standards.

6. Testing and Feedback:

- Conduct user testing to gather feedback on the AI-integrated aspects of your website, with at least one user. Focus on user interaction, content relevance, and overall experience.
- Revise the design and content based on the feedback received.

7. Reflection and Documentation:

- Write a 2 page reflection on the process of integrating AI into your web design project. Discuss the challenges faced, the benefits of using AI, and any ethical considerations.
- Document your design process, AI integration steps, and user feedback in a comprehensive report (maximum 5 pages).

Deliverables:

- A live link to the AI-integrated web project.
- A detailed project report including documentation of the AI integration process, user testing feedback, and your reflective analysis.
- Screenshots or other visual documentation of the AI-generated content within the website.

Submission Guidelines:

- Submit the live link, project report, and visual documentation through the D2L Brightspace LMS portal.
- Label all files and links clearly and include your name and student ID.

Additional Guidance:

- [The Wix Ultimate Guide to AI Web Design](#)
- [How to Use Chat GPT in your Design Process](#)

Grading Criteria:

- Creativity and relevance of AI-generated content integration (40%)
- Functionality and user experience of the web project (30%)

- Quality and depth of the reflection and documentation (20%)
- Adherence to ethical standards and accessibility guidelines (10%)
- Attached Rubric

Objective

Integrate AI-generated content into a web design project, focusing on enhancing user experience and demonstrating the innovative use of AI in web design, aligned with the content and objectives of Module 3.

This assignment aligns with the following course learning outcome:

- Outcome 4: Create dynamic web content for the digital media arts that involves effective writing, digital images, animation, graphic design, digital video, artificial intelligence (AI), augmented and virtual reality, and 3D tools.

Points possible: 100

DIGA3025: Discussion: The Impact of AI on User Experience and Accessibility

Discussion

Overview and Rationale

This discussion-based assignment engages students in analyzing how AI integration shapes user experience, accessibility, and participation in web design by asking them to examine both its benefits and its risks. Students evaluate how AI can enhance personalization, efficiency, automation, and accessibility features such as adaptive interfaces, voice navigation, and content simplification, while also critically considering concerns related to privacy, data security, consent, and transparency. By weighing innovation against ethical responsibility, learners connect AI implementation to principles of usability, responsive design, and user-centered design. The structured peer engagement component encourages students to refine their analysis through professional dialogue, compare examples, and consider alternative viewpoints.

Although framed within web design, the discussion structure adapts to related fields such as UX research, information systems, digital marketing, and software development, wherever AI-driven systems influence user interaction, trust, and accessibility standards.

Discussion Prompt

Discuss the potential impacts of integrating AI on user experience and accessibility in web design. Reflect on how AI can be both a tool for enhancing user engagement and a point of concern when it comes to user privacy and data security.

Discussion Guidelines:

1. **Analysis of AI Benefits:** Start by analyzing how AI technologies can improve user experience through personalization, efficiency, and automation. Provide examples of AI implementations that you find innovative or effective.
2. **Consideration of Ethical Implications:** Discuss the ethical implications of using AI in web design, such as data privacy, user consent, and the transparency of AI-driven decisions. Reflect on how these factors can impact user trust and the overall user experience.
3. **Accessibility Enhancements:** Evaluate how AI can make web experiences more accessible. Consider AI tools that assist users with disabilities, such as voice navigation aids, personalized content adjustments based on user preferences, and AI-driven content simplification.
4. **Engagement with Peers:** Respond to at least two of your classmates' posts. In your responses, expand upon their points, offer a different viewpoint, or provide additional examples that support or contradict their observations.

This discussion aligns with the following course learning outcome:

- Outcome 3: Describe how web usability, responsive web design, and user-centered design inform a visually engaging and interactive user experience aligned with accessibility regulations and standards.

Discussion Grading and General Guidelines

Post your initial topic with a **150-word minimum**, and respond to **two** other postings from your classmates. Your response to peers should be a continuation of the initial post. Read the **entire thread** so that you are aware of what your classmates are saying in the conversation. When responding to classmates, use the comment as an opportunity to ask questions, offer comparisons, and engage with your peers in a professional academic dialogue. Your response to at least two classmates must be at least one paragraph (minimum **100 words each**).

Use quotation marks for any direct quote but **do not** quote more than one or two sentences from the readings. I really want to hear your voice! Use an appropriate [citation style \(MLA, APA or Chicago\)](#) to cite references, websites, or anything you comment on that someone else said. Be sure to provide a working link if you are referencing something that isn't listed in the course.

Your discussion postings and responses will be evaluated using the *DIGA3025: Online Discussion Rubric*. Please also review *DIGA3025: Guidelines for Ethical Use of Artificial Intelligence in Advanced Web Design*.

COMM3027: Assignment: Using AI Productively and Ethically

Assignment

Overview and Rationale

This assignment asks students to reflect on a previous course assignment and consider where a generative AI tool could have supported their process, what tool they might have used, and how they would apply ethical best practices related to bias, accuracy, academic integrity, and source citation. It reinforces metaliteracy by requiring students to think critically about when and how AI can be used responsibly, evaluate the reliability and

limitations of AI-supported work, and make deliberate choices about transparency, ethics, and human oversight in the creation of data visualizations.

This assignment was originally developed for a data visualization course, but it can be adapted across disciplines. Consider asking students to reflect on possible AI support in a math problem set, a history source analysis, a biology lab report, or an economics project. Instructors could also apply this approach to a psychology case reflection, or a digital media design assignment, while still emphasizing ethical use, accuracy, and responsible judgment.

Assignment Prompt

After reading the StraighterLine blog, "[How to use AI Ethically as a Student](#)," think back to an assignment you completed in the first several weeks of this course. Where might a generative AI tool been useful in the process? Write a well-organized paragraph that addresses the following:

1. For which assignment might AI have assisted?
2. Which tool might you have used?
3. How might you have ensured some of the best practices highlighted by StraightLine (2024)?
4. What specific steps would you have taken to avoid bias while maintaining both accuracy and academic integrity.

Please provide specific examples. Cite sources using MLA. There are ways to cite articles or graphics in MLA, which may require research from you. The SUNY Empire lib guide on [Citing Sources](#) is a valuable resource.

DIGA3036: Digital Object: Detecting and Designing Deepfakes

Discussion

Overview and Rationale

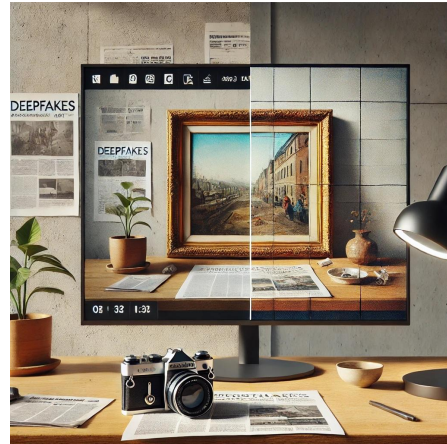
This assignment engages students as ethical producers of digital media by asking them to design an original or remixed digital object that explains how deepfakes work, why they matter, and how they can be detected in an AI-saturated information environment. Students are asked to imagine a specific public audience, such as students, educators, or everyday media users, and to shape their message, visuals, and tone to communicate clearly and responsibly to that group. By researching technical indicators of manipulation, creating or curating media, and articulating ethical concerns in an accompanying analysis, learners practice core metaliterate capacities including critical evaluation, reflective authorship, and responsible information sharing. This work positions learners as contributors to public understanding of AI-generated media.

The structure adapts easily across disciplines: journalism students can focus on verification and public trust, political science students can examine deepfakes and democracy, education students can design classroom-ready media literacy resources, and computer science students can connect detection techniques to social impact. Across contexts, the assignment supports learners in thinking about how AI-generated media circulates in society and how informed creators can intervene ethically and effectively. It emphasizes participation in shaping more informed and ethical digital environments.

Discussion Prompt

In this assignment, you'll create an **original or remixed digital object** that raises awareness about how to **detect deepfake videos** and addresses the ethical issues they present. Your digital object should offer strategies or solutions that help viewers better understand and detect mis and disinformation in a world shaped by artificial intelligence.

This is your opportunity to apply what you've learned in a creative, practical, and meaningful way—whether you're speaking to everyday media users, artists, designers, or educators.



AI generated image using DALL-E for this course by Prof Mackey

Before You Begin:

1. Read the *DIGA3036: Digital Object Assignment FAQ* for submission guidelines.
2. Complete the readings and media for this module, especially:
 - [Detect DeepFakes: How to counteract misinformation created by AI](#) (MIT project report) - Focus on the 8 key "DeepFake artifacts that you can be on the look out for" in the MIT guide
 - Optional: Participate in the MIT [Attention check: Fabricated or Authentic](#) activity
 - Naomi Rea's article [Artists Create a Sinister 'Deepfake' of Mark Zuckerberg to Teach Facebook \(and the Rest of Us\) a Lesson About Digital Propaganda](#)
 - Watch the Bill Poster [deepfake video](#)

What to Create:

Design an original or remixed **digital object** (e.g., infographic, short video, digital artwork, interactive poster, slideshow, audio piece, or animated explainer) that helps viewers understand:

- **How to recognize deepfake videos**
- **What ethical challenges** deepfakes pose
- **What we can do about it** (detection, awareness, education, or policy)

Your object should be clear, creative, and accessible to a specific audience you choose—such as students, social media users, educators, or the general public.

In your written analysis, respond to the following:

1. How did you produce your digital object? What tools, software, or techniques did you use?
2. How does your object communicate solutions for detecting or understanding deepfakes?
3. What specific ethical concerns does your piece address, and why are they important?

Reply to at least two classmates (150 words each) by providing thoughtful and constructive feedback about their digital objects.

Module 4: Developing as a Metaliterate Learner

Module 4 Overview — Developing as a Metaliterate Learner

Content Page

Developing as a Metaliterate Learner

This module brings together a set of assignment types that support learners in reflecting on their development and applying metaliteracy as an ongoing learning practice. Grounded in Metaliteracy Goal 4, it emphasizes continuous learning as a process shaped by self-awareness, adaptation, and reflection on experience.

The module begins with a final project in which learners apply ethical principles of AI in the creation of digital media work. This assignment brings together prior learning by requiring thoughtful decision-making, creative production, and attention to ethical considerations in AI-mediated environments.

Learners then engage in documentation and reflection, making their use of AI visible by describing tools, processes, and decisions. This work reinforces transparency, ethical awareness, and the role of human judgment in shaping AI-supported outcomes.

The module culminates in a reflective and forward-looking activity that invites learners to synthesize their experiences and consider how they will continue developing as metaliterate learners. Drawing on the domains, roles, and characteristics of metaliteracy, learners identify areas for growth, reflect on their learning processes, and articulate strategies for adapting to future technologies and contexts.

Across assignments, the emphasis is on learning as an evolving process. Artificial intelligence is positioned not only as a tool, but also as a context for reflection, adaptation, and ongoing development. The module supports learners in becoming more self-aware, intentional, and ethically grounded in their engagement with digital and AI-mediated environments.

Module Takeaways

Aligned with Metaliteracy Goal 4 and Bloom's Taxonomy

This module supports learners to:

- Recognize learning as an ongoing, iterative process shaped by reflection and experience. *Understand*
- Assess their knowledge, skills, and areas for continued growth as metaliterate learners. *Evaluate*
- Reflect on how their use of AI influences their thinking, decision-making, and creative work. *Analyze / Evaluate*
- Apply ethical and intentional practices when building on existing or AI-generated content. *Apply*
- Develop strategies for adapting to new tools, technologies, and learning environments. *Create*

DIGA3036: Final Project: Applying AI Ethics in Digital Art and Design

Discussion

Overview and Rationale

This final project positions students as reflective creators and ethical decision-makers by asking them to produce an original digital media work that investigates a real issue surrounding artificial intelligence in creative practice. By combining visual or narrative design with academic research and a written reflection, learners enact key metaliterate behaviors such as critical evaluation, transparent authorship, and responsible use of emerging technologies.

Although grounded in digital art and design, the project framework transfers easily across disciplines: journalism students can examine AI and misinformation, law and policy students can explore copyright, ownership, and regulation, psychology students can analyze how AI-generated media affects perception and trust, sociology and anthropology students can investigate cultural and labor impacts, and environmental studies students can address the ecological costs of AI systems. In every setting, the assignment helps students connect creative expression with ethical reasoning and scholarly inquiry in AI-mediated knowledge environments.

Project Overview

For your final project, you will create an original digital media project that explores an ethical issue related to artificial intelligence (AI) in the context of digital art and design. You'll also write a short reflection that explains your process, discusses your use of AI (if any), and connects your project to ethical ideas and academic research.

This is your opportunity to share your perspective, express your creativity, and demonstrate what you've learned about the ethical responsibilities of digital creators in the age of AI.



AI-generated image using ChatGPT produced for this assignment and this course.

What You'll Create

Choose **one** of the following formats:

- **Short video** (2–4 minutes) with voiceover, images, and/or edited clips, accompanied by a script and visual storyboard.
- **Narrated slideshow** using PowerPoint, Google Slides, or another tool.
- **Visual essay**: a series of 3–5 of your new original images (digital art, AI-assisted work, photography, or visual or maker-based artwork such as painting, drawing, or collage) with captions and a short written story or narrative that ties the images together, saved as a Word document, slideshow, or PDF.
- **Digital Object Portfolio** - Combine all of your digital objects (and perhaps some new ones) into a cohesive portfolio based on additional research that connects the work you've created this term with an overarching theme related to AI ethics in digital art and design.

- **Design mockup or visual presentation:** a visual layout or prototype (e.g., website homepage, app screen, social media campaign, ad design, museum display, curated online art show, or community presentation) that visually communicates an ethical issue, presented with short written descriptions or annotations explaining the purpose and design choices (saved as a PDF or slideshow).
-

Your Project Should:

- Be based on a theme explored in the course or one you identify related to AI ethics in digital art and design (e.g., authorship and originality, creativity, algorithmic bias, surveillance, copyright, misinformation, or identity)
 - Explore a clear ethical question or concern related to AI in digital media
 - Share a meaningful message or raise critical questions
 - Use original content created or curated by you (AI-generated material is allowed with explanation)
-

Written Reflection (200 words)

Your reflection is your chance to give voice to the creative and ethical decisions behind your project. You will write your reflection **as a Brightspace discussion post**, submitted alongside your final project.

In your reflection, address the following:

- What ethical issue you explored and why you chose it
- How you created your project (tools, process, creative decisions)
- Whether you used AI tools, and how they influenced your work
- What you learned from your research (see below)
- What this project taught you about responsibility and authorship in the digital age

To support your thinking in the context of digital art and design, your reflection must include academic research. Reference at least **four** credible sources, including scholarly and professional materials, as outlined below.

Research Requirement

Search and identify **four** credible sources to inform your digital project and reflection, including the following:

- **2 scholarly journal articles and/or ebook chapters**
- **1 professional or reputable source**, such as a trade magazine, news article, or ethics organization website
- **1 additional credible source**, such as a published interview with a digital artist or designer discussing AI, or a podcast episode produced by a university, museum, or professional media organization that addresses ethical concerns in creative AI

Use APA, MLA, or Chicago style for your citations and include a short reference list at the end of your reflection.

Peer Review Requirement

Post your project and written reflection in the designated Brightspace discussion. Then, respond to **two classmates' projects** with a 150 word peer review that offers constructive feedback and thoughtful reflection on the ethical themes they explored.

Explore these Digital Resources:

- Review the *DIGA3036: Tools for Producing and Publishing Digital Media* resource page
- Read about *DIGA3036: Openly-Licensed Digital Content*

DIGA4999: Assignment: AI Use & Documentation Report

Assignment

Overview and Rationale

This assignment requires students to systematically document and reflect on their use of AI tools within their project, making their creative and technical decision-making processes transparent. By identifying the tools used, describing the types of outputs generated, sharing example prompts, explaining revisions or post-editing, and reflecting on authorship and ethical considerations, students move beyond simply producing AI-assisted work to critically examining how that work was shaped. The structured report format emphasizes accountability, intentionality, and clarity in documenting process, reinforcing the importance of human direction and editorial control in AI-mediated projects.

Although developed for digital media arts, this framework adapts across disciplines: in research-based fields it can document AI-supported drafting or analysis, in business it can support workflow transparency, and in education it can model responsible AI disclosure practices. The assignment positions AI use as a professional practice that requires documentation, reflection, and ethical awareness rather than passive tool adoption.

Assignment Prompt

AI Use & Documentation Report

Document and reflect on all AI tools used in your project, including their purpose, outputs, ethical considerations, and your role in directing the process. (1–2 pages or 300–400 words) covering:

1. Which AI tools you used (e.g., ChatGPT, Claude, RunwayML, Midjourney, Sora, etc.)
2. What kind of outputs they helped generate (text, images, sound, video, etc.)
3. Examples of the prompts used, or process followed
4. Any modifications or post-editing applied to the AI outputs
5. A brief reflection on authorship and ethical considerations

Please use the *DIGA4999: AI Use & Documentation Report Template* to complete this assignment. It's designed to support your process and ensure all key elements are included. Also, review *DIGA4999: Peer Review and Final Project Evaluation Rubric* and *DIGA4999: Project Evaluation & Peer Review Form*.

Points possible: 100

Developing as a Metaliterate Learner: Reflection and Future Learning Plan

Assignment

Overview and Rationale

This adaptable culminating assignment is designed for use at the end of a course, unit, or module across a range of disciplines and educational settings. It invites learners to reflect on their development as metaliterate learners and to articulate a forward-looking plan for engaging with AI and digital technologies in their ongoing work. By focusing on reflection, self-assessment, and future growth, the assignment supports learners in making meaningful connections between their experiences and their evolving approaches to learning.

Grounded in **Metaliteracy Goal 4**, this assignment emphasizes learning as a continuous and reflective process. Learners assess their strengths and areas for growth, examine how their experiences with AI and digital tools have shaped their thinking and practices, and identify strategies for continued development. The structure is flexible and can be paired with a final project, portfolio, or used as a stand-alone reflective activity suitable for both lower- and upper-level courses.

Assignment: Developing as a Metaliterate Learner — Reflection and Future Learning Plan

This culminating assignment asks you to reflect on your development as a learner and to create a plan for how you will continue to grow as you work with AI and digital technologies.

Part 1: Reflect on Your Learning

Think about your experiences in this course, module, or learning activity:

- What have you learned about working with AI or digital tools?
- How has your understanding of your role as a learner, creator, or contributor changed?
- What challenges, mistakes, or uncertainties shaped your learning?
- What strengths have you developed, and where do you see opportunities for growth?

Part 2: Connect to Metaliteracy

Use the metaliteracy model to reflect on your development. You may focus on one or more of the following:

- **Learning Domains** (affective, behavioral, cognitive, metacognitive)
- **Learner Roles** (such as author, collaborator, communicator, participant, producer, publisher, researcher, teacher, translator)
- **Learner Characteristics** (such as reflective, adaptable, collaborative, participatory, informed, open, productive, civic-minded)

Consider:

- Which domain(s), role(s), or characteristic(s) best represent your growth?
- How have these shaped the way you engage with AI and digital content?
- How do they influence how you approach learning and creating moving forward?

Part 3: Create a Future Learning Plan

Develop a short plan for how you will continue to grow:

- How will you approach learning with AI or digital tools in the future?
- What strategies will you use to engage with AI in ethical and responsible ways?
- How will you continue to reflect on and improve your learning over time?
- How will you apply what you have learned in future academic, professional, or personal contexts?

Submission Options

Your instructor may ask you to complete this assignment in one of the following formats:

- A written reflection
- A discussion post with peer responses
- A video or audio reflection
- A portfolio entry

Points possible: 100

Module 5: Next Steps

Metaliteracy.org

Web Resource

<https://metaliteracy.org/>

AI in Action: A SUNY FACT2 Guide to Optimizing AI in Higher Education

Web Resource

<https://aiinaction.pressbooks.sunycreate.cloud/>

Optimizing AI in Higher Education: SUNY FACT² Guide, Second Edition

Web Resource

<https://fact2aiv2.pressbooks.sunycreate.cloud>

AI and Metaliteracy: Empowering Learners for the Generative Revolution (Allain and Mackey, 2027)

Web Resource

<https://www.bloomsbury.com/us/ai-and-metaliteracy-9798216195610/>

SUNY CPD AI Resources

Web Resource

<https://cpd.suny.edu/ai-resource-page/>

Supplemental Resources

AI Guidelines and Ethical Use

DIGA3025: Guidelines for Ethical Use of Artificial Intelligence in Advanced Web Design

Content Page

This course has an assignment to integrate AI into your website development. Learning to apply AI to tasks in your field is an important skill to develop. You may use AI to assist you with your discussion and assignments, if you choose, as long as you follow the following guidelines for using Artificial Intelligence (AI) while upholding ethical standards and integrity.

Incorporating AI into Your Assignments:

- You may explore the innovative capabilities of AI as a research and design assistant, and to incorporate content and tools into your projects.
- Ensure that your use of AI aligns with the learning objectives of the course and contributes meaningfully to your learning experience.

Transparency and Citation:

- Be transparent (open) about your use of AI tools in your assignments, clearly stating when, where, how, and to what extent you utilized AI. It's ok to use it – just let us know where and how you used AI, and for what purpose.
- Properly cite all AI-generated content following established citation styles such as MLA, APA, or Chicago.
- If you only used AI for brainstorming to generate ideas or research, then just let us know that (with statements such as “I used ChatGPT 3.5 to generate ideas for my project”). However, if any of your written content, images, tools integrated into your website or other aspects of your work comes from AI, you'll need to be specific and provide the citation.

Intellectual Property and Copyright:

- Respect intellectual property rights by refraining from using copyrighted material or intellectual property without explicit permission from the creator. Note that you can usually use content with creative commons licenses as long as you provide the proper citation/credit.
- Cultivate your creativity and originality while leveraging AI as a supportive tool in your web design and development projects. Use your own voice in your work.

Verification and Fact-Checking (AI makes stuff up!):

- Personally verify every output generated by AI tools to ensure accuracy, reliability, and appropriateness for your assignment.

- Critically evaluate AI-generated content, fact-checking information, and corroborating data from credible sources. AI makes stuff up and mixes up information; make sure you have checked the accuracy of the information it provides, review each source and correct any errors.

Ethical Considerations and Guardrails:

- Using AI technologies has risks, including biases, privacy concerns, and ethical dilemmas. Research shows that AI tools can be biased. This is especially true of images generated by AI. Make sure your AI generated images don't show stereotypes. Use ethical, accurate representations if you are using images of people.
- Adhere to ethical guidelines and best practices when using AI in your coursework, demonstrating responsibility and integrity.

Collaboration and Support:

- Engage in collaborative discussions with your peers about your experiences, challenges, and insights related to using AI for your web design projects.
- Seek out resources and support to navigate the complexities of AI technology, including ethical frameworks and tools for verification.

Continuous Learning and Adaptation:

- Stay informed about developments in AI ethics, guidelines, and regulations, empowering yourself to make informed decisions in your coursework and professional endeavors.
- Embrace a mindset of continuous learning and adaptation as AI technologies evolve and new ethical considerations arise.

Resources

- [APA: How to Cite ChatGPT \(and other AI tools\)](#)
- [MLA: Citing Generative AI](#)
- [Chicago Manual of Style: Citing ChatGPT and other AI tools](#)
- [About Creative Commons Licenses](#)

DIGA4999: AI Use & Documentation Report Template

Content Page

DIGA-4999 Capstone: AI Use & Documentation Report Template

Callout

This form is for documenting how you used AI tools ethically and transparently in your Capstone project. Be sure to integrate this documentation across your deliverables as needed.

Student Name:

Project Title:

Date:

1. Tools and Purposes

For each AI tool used in your project, copy the section below and fill in the details:

- **Tool Name:**

Name of the AI tool (e.g., ChatGPT, Midjourney, RunwayML)

- **Purpose of Use:**

Why you used it—e.g., generating concept art, script prompts, voice synthesis, code assist.

- **Project Stage:**

At what stage you used it—Concept, Planning, Production, or Post-Production.

- **Was this output used in the final project?**

[Yes / No] (If yes, briefly describe how)

- **Examples (repeat these blocks if you used multiple tools):**

- **Tool Name:** *Midjourney*

Purpose of Use: *Generated concept visuals for character design*

Project Stage: *Pre-Production / Concept Development*

Was this output used in the final project?: *No — used as visual inspiration only*

- **Tool Name:** *ChatGPT*

Purpose of Use: *Edited script drafts and refined dialogue*

Project Stage: *Planning & Production*

Was this output used in the final project?: *Yes — final dialogue lines were adapted*

2. AI-Generated Content

Describe any AI-generated content that appears in your final project (such as text, images, sound, code):

- **Description of AI Content Used in Final Work:**

Provide a clear description of each AI-generated component

- **Edited or Transformed by You?**

[Yes / No]

- **If yes, describe how:**

Explain how you modified or integrated it

3. AI as Process Support

Explain any ways AI supported your workflow without contributing direct content. Examples include brainstorming, summarizing research, scheduling tasks, or prototyping:

AI Process Role:

Describe how AI was used to support your project beyond content generation

4. Ethical Reflection

Write 1–2 paragraphs reflecting on your use of AI, thoughtfully considering:

- **Transparency:** Did you explicitly acknowledge AI contributions?
- **Creativity vs. Automation:** How did AI support—not replace—your original creative work?
- **Authorship & Attribution:** How did you ensure credit and rights are clear?
- **Bias & Fairness:** Did you consider data sourcing, algorithmic bias, or representation issues?

Your Ethical Reflection:

5. Documentation Across Deliverables

Where did you indicate or disclose the use of AI in your project?

Check all that apply:

- ☐ Project Proposal
- ☐ Pre-Production Design
- ☐ Project Brief
- ☐ Showcase Presentation
- ☐ Final Reflection Essay
- ☐ Within media assets themselves (e.g. credits, alt-text, captions)
- ☐ Other: _____

6. Optional: Unused AI Experiments

If you tested AI-generated drafts or versions that were not included in the final submission, describe briefly why they aren't used:

Unused AI Outputs (Optional):

DIGA3036: Ethics Resources

Content Page

Understanding ethics is essential to the work we'll do throughout this course. This page features a collection of resources that will help you define and explore the concept of ethics from multiple perspectives. These materials will serve as a foundation for our discussions and assignments ahead:

- [Ethics: A General Introduction \(BBC\)](#) - The BBC offers a definition of ethics that we can refer to throughout the course.

- [Chapter 11: Art and Ethics](#) (Peggy Blood and Pamela J. Sachant) [Introduction to art : design, context, and meaning](#). (2016). - This chapter provides an overview of several key issues related to art and ethics, such as appropriation and judgement, and offers descriptive examples.
- [The Philosophy of Digital Art](#) - The Stanford Encyclopedia of Philosophy provides a comprehensive definition of Digital Art and related philosophies.
- [The Ethics of Artificial Intelligence and Robotics](#) - This a detailed entry from The Stanford Encyclopedia of Philosophy that explores AI and robotics ethics, providing a comprehensive background for us to consider.
- [NPR Ethics Handbook](#) - This is a helpful resource that explores in detail the ethical considerations and standards of journalism that are asserted and upheld by National Public Radio (NPR).[\(this link opens in a new window/tab\)](#)

Rubrics and Assessment

DIGA3025: Online Discussion Rubric

Content Page

Online Discussion Rubric

Criteria	Outstanding (20 points)	Good (15 points)	Average (10 points)	Poor (5 points)	No Credit
Content	Student's posts demonstrate clear understanding of the readings and course materials, use excellent examples, and address all questions posed in the instructions.	Student's posts demonstrate good understanding of the readings and course materials, use good examples, and address all questions posed in the instructions.	Student's posts demonstrate fair understanding of the readings and course materials, use adequate examples, and address all questions posed in the instructions.	Student's posts demonstrate little understanding of the readings and course materials, use poor examples, and do not address all questions posed in the instructions.	Student's posts do not refer to the readings or course materials, do not use any examples, or do not address all questions posed in the instructions.

Quality	All of the student's posts add value, encourage further scholarly discussion, support academic growth of the other students, and are respectful to other students and the instructor.	Most of the student's posts add value, encourage further scholarly discussion, support academic growth of the other students, and are respectful to other students and the instructor.	Several of the student's posts add value, encourage further scholarly discussion, support academic growth of the other students, and are respectful to other students and the instructor.	Some of the student's posts add value, encourage further scholarly discussion, support academic growth of the other students, and are respectful to other students and the instructor.	Student's posts do not add value, encourage further scholarly discussion, support academic growth of the other students, or are not respectful to other students or the instructor.
Quantity	Student posted a discussion post of suitable length and more than required minimum number of peer responses.	Student posted a discussion post of suitable length and at least the required minimum number of peer responses.	Student posted a discussion post of sufficient length and most of the required minimum number of peer responses.	Student posted a discussion post of insufficient length or did not post the required minimum number of peer responses.	Student did not post a discussion post or the required minimum number of peer responses.
Grammar and Spelling	All of the student's posts are grammatically correct with no misspellings or incomplete sentences.	Most of the student's posts are grammatically correct with no misspellings or incomplete sentences.	Several of the student's posts are grammatically correct with no misspellings or incomplete sentences.	Some of the student's posts are grammatically correct with no misspellings or incomplete sentences.	Student's posts are grammatically incorrect with frequent misspellings, and incomplete sentences.

Citing References and Providing Links	All of the student's references are cited correctly in proper citation style (APA, MLA, or Chicago) and all the links (if provided) are working.	Most of the student's references are cited correctly in proper citation style (APA, MLA, or Chicago) and/or most of the links (if provided) are working.	Several of the student's references are cited correctly in proper citation style (APA, MLA, or Chicago) and/or several of the links (if provided) are working.	Some of the student's references are cited correctly in proper citation style (APA, MLA, or Chicago) and/or some of the links (if provided) are working.	Student does not cite references correctly in proper citation style (APA, MLA, or Chicago) or provide working links.
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DIGA3036: Final Project and Peer Review Rubric

Content Page

Please become familiar with these criteria that I will use to evaluate your Final Project and Peer Review.

Final Project and Peer Review Grading Rubric

Category	Excellent	Very Good	Good	Fair	No Credit
Creative Digital Project (15 points)	Original, polished, and highly creative; format clearly chosen to communicate message	Strong, creative, and well-executed with clear effort and purpose	Creative, but may lack polish or full clarity in execution	Somewhat unclear or underdeveloped; shows effort but lacks focus	Project is missing, incomplete, or lacks effort and originality
Ethical Issue Explored (15 points)	Clear, compelling ethical issue; sophisticated understanding and relevance	Relevant ethical issue with thoughtful engagement	Ethical issue present but not deeply developed	Ethical theme is vague, or not fully explored	Ethical issue not present or unclear
Research & Use of Sources (20 points)	At least 4 credible sources; seamlessly integrated with strong insight	Meets source requirements with clear integration and relevance	Uses required sources with some integration; may lack depth	Fewer than 4 sources or weak integration of material	Missing or unclear references; lacks credible research
Written Reflection (200 words) (20 points)	Insightful, well-structured, and deeply reflective; clearly connects to course themes	Strong reflection that connects ideas with ethical and artistic insight	Meets word count with general reflection; some depth and course connection	Lacks clarity or depth; limited connection to course ideas	Missing or insufficient reflection

Use of Digital Tools (10 points)	Clear explanation of the digital tools, including purpose, ethical aspect, and transparent AI use (if applied)	Thoughtful discussion of digital tools and some ethical awareness of AI use (if applied)	Digital tools and AI use mentioned but discussed generally (if applied)	Digital tools mentioned but AI use not fully explained or critically reflected upon (if applied)	Digital tools not addressed
Peer Review (2 responses) (20 points)	Two thoughtful, constructive reviews that engage in a meaningful way with peers' work	Two completed reviews that offer support and some insight	One or two reviews completed but brief or not fully developed	Only one or incomplete response(s) offered	No peer feedback provided

Final Project and Peer Review Rubric Generated by Tom Mackey using ChatGPT for Ethics of Digital Art & Design (2025)

DIGA3036: Digital Object Grading Rubric

Content Page

Please become familiar with these criteria that I will use to evaluate your Digital Object assignments.

Digital Object Grading Rubric

Category	Excellent	Very Good	Good	Fair	No Credit
Purpose	Student's response has a clear purpose and is about an especially relevant ethics topic.	Student's response has a mostly clear purpose and is about a relevant ethics topic.	Student's response has a fairly clear purpose and is about a fairly relevant ethics topic.	Student's response does not have a clearly defined purpose and does not fully address an ethics topic.	Student's response was not completed, does not have a purpose and/or does not reflect an ethics topic.
Content	Content is accurate and highly engaging. The student integrates and documents research to examine an issue related to ethics of digital art and design in an especially effective manner.	Content is accurate and is very effective at integrating and documenting research to examine an issue related to ethics of digital art and design.	Content is accurate and somewhat effective at examining an issue related to ethics of digital art and design. Documenting research not fully developed.	The content does not fully examine an issue related to ethics of digital art and design and is not effective.	The content is often inaccurate or incomplete. It does not examine an issue related to ethics of digital art and design or was not completed at all.

Audience	Student considers the audience for the assignment and makes accurate and reliable statements. The digital object and analysis raises compelling ethical issues to engage readers.	Student mostly considers the audience for the assignment and makes accurate and reliable statements. The digital object and analysis raises good ethical issues to engage readers.	Student does not fully consider the audience for the assignment and makes fairly accurate and reliable statements. The digital object and analysis raises some ethical issues.	Student only somewhat considers the audience for the assignment and is inaccurate or unreliable in presenting ethical issues.	Student does not consider the audience for the assignment and does not make accurate or reliable statements. The digital object and analysis does not raise ethical issues to engage readers.
Voice	Student's digital object and written analysis shows that they care deeply about the ethics topic and provides an original point of view. The student's unique voice is informed by research and comes through clearly.	Student's digital object and written analysis shows that they care about the ethics topic and provides a mostly unique point of view. The student's voice is informed by research and comes through in a mostly clear way.	Student's digital object and written analysis communicates the ethics topic and provides a fairly unique point of view. The student's voice is somewhat clear.	Student's digital object and written analysis is not effective in communicating the ethics topic or providing a point of view. The student's voice is not clear.	Student's digital object and written analysis does not communicate an ethics topic through research nor does it present a unique voice.
Writing	Student's writing is highly original, engaging, and appropriate for the audience. Ideas are well-organized and insightful. Highly effective use of grammar, spelling, punctuation, capitalization, and sentence structure.	Student's writing is original and engaging. Ideas are mostly well-organized and insightful. Mostly effective use of grammar, spelling, punctuation, capitalization, and sentence structure.	Student's writing is fairly original. Ideas are organized and insightful. Fairly effective use of grammar, spelling, punctuation, capitalization, and sentence structure but may include some errors as well.	Student's writing is not original. Ideas are not organized or insightful. Several errors in grammar, spelling, punctuation, capitalization, and sentence structure.	Student's writing is incomplete or does not effectively communicate ideas. Multiple errors in grammar, spelling, punctuation, capitalization, or sentence structure.
Digital Object	Student's response includes high quality digital object, and links to relevant sources that add meaning and interest in the content. Digital object is presented in a highly effective way based on theory and practice.	Student's response includes very good quality digital object, and links to relevant sources that add meaning and interest in the content. Digital object is presented in a very effective way based on theory and practice.	Student's response includes digital object, and links to good sources that add some meaning and interest in the content. Digital object is presented in an effective way based on theory and practice.	Student's response does not include relevant digital object, or link to sources that add meaning and interest in the content. Digital object is not presented in an effective way based on theory and practice.	Student's response does not include digital object, nor does it link to sources that add meaning or interest in the content. Digital object is not included at all or not presented in an effective way.

Peer Responses	Student provides excellent feedback to the digital object and analysis produced by at least two classmates. Engages with peers in a thoughtful, constructive, and respectful way.	Student provides very good feedback to the digital object and analysis produced by at least two classmates. Engages with peers in a mostly thoughtful, constructive, and respectful way.	Student provides good feedback to the digital object and analysis produced by classmates. Engages with peers in a fairly thoughtful, constructive, and respectful way.	Student provides only brief feedback to the digital object and analysis produced by classmates. Does not fully engage with peers in a thoughtful, constructive, and respectful way.	Student does not provide feedback to the digital object and analysis produced by classmates.
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Digital Object Grading rubric adapted by Tom Mackey for Ethics of Digital Art & Design (2021) from: ["Blog Rubric—Elementary"](#) 2017 by [userClarity Innovations](#) under [license "Creative Commons Attribution Non-Commercial"](#)

DIGA3036: Discussion Evaluation Rubric

Content Page

Please become familiar with these criteria that I will use to evaluate your participation in the discussion forums.

Evaluation Criteria for Digital Storytelling Discussions

Category	Outstanding	Very Good	Good	Fair	No Credit
Content	Student's posts demonstrate clear understanding of the readings and course materials, use excellent examples, and include all required elements.	Student's posts demonstrate very good understanding of the readings and course materials, use very good examples, and include all required elements.	Student's posts demonstrate good understanding of the readings and course materials, use adequate examples, and include all required elements.	Student's posts demonstrate little understanding of the readings and course materials, use poor examples, and do not include all required elements.	Student's posts do not refer to the readings or course materials, use any examples, or include required elements.
Quality	Student's posts always add value, encourage further scholarly discussion, and support academic growth of the other students.	Student's posts mostly add value, encourage further scholarly discussion, and support academic growth of the other students.	Student's posts usually add value, encourage further scholarly discussion, and support academic growth of the other students.	Student's posts sometimes add value, encourage further scholarly discussion, and support academic growth of the other students.	Student's posts do not add value, encourage further scholarly discussion, or support academic growth of the other students.
Assignment Submission	Student posted an excellent discussion post of suitable length and replied to 2 or more other students with extremely well written posts by due date.	Student posted a very good discussion post of suitable length and replied to 2 other students with well written posts by due date.	Student posted a good discussion post of sufficient length and replied to 2 other students with fairly written posts by due date.	Student posted a fair discussion post of insufficient length and replied to 2 other students with poorly written posts or did not reply to 2 other students by due date.	Student did not post a discussion post or reply to 2 other students with posts by due date.

Category	Outstanding	Very Good	Good	Fair	No Credit
Collegiality	Student's posts are always written using an academic voice and replies to other students are always thoughtful, insightful, and respectful.	Student's posts are mostly written using an academic voice and replies to other students are mostly thoughtful, insightful, and respectful.	Student's posts are usually written using an academic voice and replies to other students are usually thoughtful, insightful, and respectful.	Student's posts are sometimes written in an academic voice and replies to other students are not entirely thoughtful, insightful, or respectful.	Student's posts are not written in an academic voice and replies to other students are not thoughtful, insightful, or respectful or assignment was not submitted.
Grammar and Spelling	Student's posts are always grammatically correct with no misspellings or technical errors.	Student's posts are mostly grammatically correct with few if any misspellings or technical errors.	Student's posts are usually grammatically correct with some misspellings or technical errors.	Student's posts are sometimes grammatically correct with many misspellings or technical errors.	Student's posts are grammatically incorrect with frequent misspellings, and technical errors or assignment was not submitted.
Citing References and Providing Links	Student always cites references correctly in proper citation style (APA, MLA, or Chicago) and provides excellent working links.	Student mostly cites references correctly in proper citation style (APA, MLA, or Chicago) and provides very good working links.	Student usually cites references correctly in proper citation style (APA, MLA, or Chicago) and provides adequate working links.	Student sometimes cites references correctly in proper citation style (APA, MLA, or Chicago) and provides fair working links.	Student does not cite references correctly in proper citation style (APA, MLA, or Chicago) or provide working links.

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DIGA3040: Vermont Portfolio Project Writing Rubric

Content Page

Please become familiar with these criteria that I will use to evaluate your written assignments. To view rubric scores for your written assignment submissions:

1. On the **navbar**, go to the "**Course Menu**" then select the "**Grades**" option from the drop-down to view your grade on assignments, quizzes, etc.
2. Feedback always appears on the far right side of the chart with written feedback and/or a rubric.

Evaluation Criteria for Digital Storytelling Written Assignments

Category	Outstanding	Very Good	Good	Fair	No credit
Quality of Argument	The quality of the argument is excellent and is effectively supported with research. (20 points)	The quality of the argument is very good and is effectively supported with research. (17 points)	The quality of the argument is good but could have been supported with additional research. (15 points)	The quality of the argument is fair and lacks proper research. (12 points)	The quality of the argument is ineffective and lacks proper research. (0 points)

Category	Outstanding	Very Good	Good	Fair	No credit
Identification, Description, and Analysis of Subject	Excellent identification, description, and analysis of the subject. (20 points)	Very good identification, description, and analysis of the subject. (17 points)	Good identification, description, and analysis of the subject. (15 points)	Fair identification, description, and analysis of the subject. (12 points)	The subject is not effectively identified, described, or analyzed, or the assignment was not submitted. (0 points)
Support for Argument	Excellent support for the argument is provided with specific evidence from the research and proper citations. (20 points)	Very good support for the argument is provided with specific evidence from the research and proper citations. (17 points)	Good support for the argument is provided with some evidence from the research and citations. (15 points)	Fair support for the argument with only minimal or no evidence from the research and lack of proper citations. (12 points)	Support for the argument is not provided or the assignment was not completed. (0 points)
Writing Structure and Style	The writing is excellent, engages the reader immediately, moves along logically and coherently, and provides an effective structure to convey the ideas in an interesting and highly stylistic way. (20 points)	The writing is very good, engages the reader, moves along logically and coherently, and provides an effective structure to convey the ideas in an interesting and mostly stylistic way. (17 points)	The writing is good, moves along in a mostly logical and coherent way, provides a good structure to convey the ideas but perhaps in a more conventional style. (15 points)	The writing is fair and not very well organized or structured which impacts the assertion of ideas. (12 points)	The writing is not effective or well organized or structured or the assignment was not submitted. (0 points)
Content Mastery	Evidence of mastery of course content — including an excellent exploration of readings and other resources. (20 points)	Evidence of mastery of course content. including a very good exploration of readings or other resources. (17 points)	Some evidence of mastery of course content, including a good exploration of readings or other resources. (15 points)	Only fair evidence of mastery of course content. Does not offer an effective exploration of the readings or other sources. (12 points)	No evidence of mastery of course content or the assignment was not submitted. (0 points)

Adapted from: Vermont State Department of Education (1991). [This Is My Best: Vermont's Writing Assessment Program](#). Montpelier, VT

DIGA3040: Digital Storytelling Project Rubric -Peer Review

Content Page

This rubric is designed to support both assessment and learning by making the key elements of effective digital storytelling visible and transparent. It guides instructors in evaluating student work while also giving learners a shared language for planning, revising, and offering meaningful peer feedback. Aligned with metaliteracy and AI-supported creative practice, the criteria emphasize purposeful storytelling, ethical and intentional media use, technical communication skills, and reflective engagement with audience and collaborators.

Evaluation Criteria for Digital Storytelling Projects

Category	Outstanding	Very Good	Good	Fair	No Credit
Purpose of the Project	Establishes a purpose early on and maintains a clear focus throughout. (17 points)	Establishes a purpose early on and maintains focus for most of the project. (15 points)	There are a few lapses in focus, but the purpose is fairly clear. (11 points)	It is difficult to understand the full purpose of the project. (10 points)	No purpose is included or the project was not submitted. (0 points)
Script and Storyboard	The script and storyboard are extremely well written and contain all of the required elements, including a meaningful purpose, clear focus and logical conclusion. (15 points)	The script and storyboard are well written and contain most of the required elements. (12 points)	The script and storyboard are written in an adequate manner but do not contain all of the required elements. (11 points)	The script and storyboard are not effective and lack a meaningful purpose, clear focus and logical conclusion. (10 points)	The script and storyboard are poorly written and do not contain the required elements, or no project was submitted. (0 points)
Aesthetics	The look, feel flow, and creative choices of the story are extremely well balanced and appropriate to the content and medium. (14 points)	The look, feel flow, and creative choices of the story are appropriate to the content and medium. (12 points)	The look, feel, flow, and creative choices of the story are missing components in either content or medium. (11 points)	The look, feel flow, and creative choices of the story lack balance and do not contain effective content. (9 points)	The story lacks balance, does not contain effective content or was not submitted. (0 points)
Audio Narration	The project contains excellent high-quality audio narration that can be clearly heard and understood. If music was used, it was mixed at the correct level and perfectly complemented the content of the project. (14 points)	The project contains very good audio narration. If music was used, it was mixed at a very good level and complemented the content of the project. (12 points)	The project contains average-quality audio narration. If music was used, it was mixed at an adequate level. (11 points)	The project contains fair-quality audio narration. If music was used it was not mixed at the correct level so it did not complement the content of the project. (9 points)	The audio narration was difficult to understand. If music was used it was not mixed at the proper level or no project was submitted. (0 points)
Images	The images used in the project demonstrate excellent proficiency using a digital camera or mobile device. (14 points)	The images used in the project demonstrate very good proficiency using a digital camera or mobile device. (12 points)	The images used in the project demonstrate average proficiency using a digital camera or mobile device. (11 points)	The images used in the project demonstrate fair proficiency using a digital camera or mobile device. (9 points)	The images used in the project demonstrate no proficiency using a digital camera or mobile device, or the project was not submitted. (0 points)

Category	Outstanding	Very Good	Good	Fair	No Credit
Content	The content used in creating the project demonstrates an excellent connection to the topic. (14 points)	The content used in creating the project demonstrates a very good connection to the topic. (12 points)	The content used in creating the project demonstrates a good connection to the topic. (10 points)	The content used in creating the project demonstrates a fair connection to the topic. (9 points)	The content lacks a connection to the topic, or no project was submitted. (0 points)
Peer Review	The peer reviews are thoughtful, insightful, and provide constructive feedback in a supportive and respectful way. The written responses to classmates are substantial. (14 points)	The peer reviews are generally thoughtful and provide feedback. The written responses to classmates are mostly effective. (12 points)	The peer reviews adequately provide feedback. The written responses to classmates are not fully developed. (10 points)	The peer reviews provide inadequate feedback. The written responses to classmates are not developed. (9 points)	The peer reviews do not meet the standards for this assignment or were not submitted. (0 points)

Adapted from: Robin, B. (2015). [The Educational Uses of Digital Storytelling](#), University of Houston College of Education.

DIGA3040: Discussion Evaluation Rubric

Content Page

Please become familiar with these criteria that I will use to evaluate your participation in the discussion forums.

This rubric supports metaliterate and AI-aware learning by making clear how students are expected to engage critically with sources, communicate ideas, collaborate with peers, and document their work responsibly in digital environments shaped by generative technologies. The criteria emphasize not only content knowledge but also ethical participation, scholarly dialogue, and transparent citation, all of which are central to navigating AI-mediated information spaces. While designed for discussions about AI and digital ethics, the rubric adapts easily to any discipline that uses online dialogue and research, from science and health courses evaluating AI-generated data, to education courses reflecting on learning technologies, to business or media studies analyzing algorithmic influence on communication.

Evaluation Criteria for Digital Storytelling Discussions

Category	Outstanding	Very Good	Good	Fair	No Credit
Content	Student's posts demonstrate clear understanding of the readings and course materials, use excellent examples, and include all required elements. (17 points)	Student's posts demonstrate very good understanding of the readings and course materials, use good examples, and include all required elements. (15 points)	Student's posts demonstrate good understanding of the readings and course materials, use adequate examples, and include many of the required elements. (12.5 points)	Student's posts are fair and demonstrate little understanding of the readings and course materials, use poor examples, and do not include all required elements. (11 points)	Student's posts do not refer to the readings or course materials, use any examples, include required elements, or the assignment was not submitted. (0 points)

Category	Outstanding	Very Good	Good	Fair	No Credit
Quality	The quality of the posts are excellent, always add value, encourage further scholarly discussion, and support academic growth of the other students. (17 points)	The quality of the posts are very good, mostly add value, encourage further scholarly discussion, and support academic growth of the other students. (14 points)	The quality of the posts are good, usually add value, encourage some scholarly discussion, and generally support academic growth of the other students. (12.5 points)	The quality of the posts are fair, may add some value, but do not encourage scholarly discussion, or support academic growth of the other students. (11 points)	The quality of the posts are not effective, do not add value, encourage scholarly discussion, or support academic growth of the other students. (0 points)
Assignment Submission	Student posted an excellent discussion post of suitable length and replied to 2 or more other students with extremely well written posts by due date. (17 points)	Student posted a very good discussion post of suitable length and replied to 2 other students with well written posts by due date. (14 points)	Student posted good discussion post of sufficient length, and replied to 2 other students with generally well written posts by due date. (12.5 points)	Student posted a fair discussion post of insufficient length and replied to only 1 or 2 other students by due date. (11 points)	Student did not post a discussion post or reply to 2 other students as required with posts by due date. (0 points)
Collegiality	Student's posts are written using an academic voice and replies to classmates are exceptionally thoughtful, insightful, and respectful. (17 points)	Student's posts are mostly written using an academic voice and replies to classmates are very thoughtful, insightful, and respectful. (14 points)	Student's posts are generally well written using an academic voice and replies to classmates are mostly thoughtful, insightful, and respectful. (12.5 points)	Student's posts are not written in an academic voice and replies to classmates could be improved upon to be more thoughtful, insightful, and/or respectful. (11 points)	Student's posts are not written in an academic voice, replies to classmates are incomplete or assignment was not submitted. (0 points)
Grammar and Spelling	Student's posts are always grammatically correct with no misspellings, or technical errors. (16 points)	Student's posts are mostly grammatically correct with few misspellings or technical errors. (14 points)	Student's posts are usually grammatically correct and may have some minor misspellings or technical errors. (12.5 points)	Student's posts are sometimes grammatically correct with many misspellings or technical errors. (11 points)	Student's posts are grammatically incorrect with frequent misspellings, and technical errors. (0 points)
Citing References and Providing Links	Student always cites references correctly in proper citation style (APA, MLA, or Chicago) and provides excellent working links. (16 points)	Student mostly cites references correctly in proper citation style (APA, MLA, or Chicago) and provides good working links. (14 points)	Student usually cites references correctly in proper citation style (APA, MLA, or Chicago) and provides adequate working links. (12.5 points)	Student sometimes cites references correctly in proper citation style (APA, MLA, or Chicago) and provides poor working links. (10 points)	Student does not cite references correctly in proper citation style (APA, MLA, or Chicago) or provide working links. (0 points)

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DIGA3065: Discussion Guidelines and Rubric

Content Page

Post your initial topic with a 150-word minimum, and respond to two other postings from your classmates. Your response to peers should be a continuation of the initial post. Read the entire thread so that you are aware of what your classmates are saying in the conversation. When responding to classmates, use the comment as an opportunity to ask questions, offer comparisons, and engage with your peers in a professional academic dialogue. Your response to at least two classmates must be at least one paragraph (minimum 100 words each).

Use quotation marks for any direct quote from the module documents and references, but do not quote more than one or two sentences from them. I really want to hear your voice! Use an appropriate [citation style \(MLA, APA or Chicago\)](#) to cite references, websites, or anything you comment on that someone else said. Be sure to provide a working link if you are referencing something that isn't listed in the course.

Your discussion postings and responses will be evaluated using the Online Discussion Rubric:

Online Discussion Rubric

Criteria	Outstanding (20 points)	Good (15 points)	Average (10 points)	Poor (5 points)	No Credit
Content	Student's posts demonstrate clear understanding of the readings and course materials, use excellent examples, and address all questions posed in the instructions.	Student's posts demonstrate good understanding of the readings and course materials, use good examples, and address all questions posed in the instructions.	Student's posts demonstrate fair understanding of the readings and course materials, use adequate examples, and address all questions posed in the instructions.	Student's posts demonstrate little understanding of the readings and course materials, use poor examples, and do not address all questions posed in the instructions.	Student's posts do not refer to the readings or course materials, do not use any examples, or do not address all questions posed in the instructions.

Quality	All of the student's posts add value, encourage further scholarly discussion, support academic growth of the other students, and are respectful to other students and the instructor.	Most of the student's posts add value, encourage further scholarly discussion, support academic growth of the other students, and are respectful to other students and the instructor.	Several of the student's posts add value, encourage further scholarly discussion, support academic growth of the other students, and are respectful to other students and the instructor.	Some of the student's posts add value, encourage further scholarly discussion, support academic growth of the other students, and are respectful to other students and the instructor.	Student's posts do not add value, encourage further scholarly discussion, support academic growth of the other students, or are not respectful to other students or the instructor.
Quantity	Student posted a discussion post of suitable length and more than required minimum number of peer responses.	Student posted a discussion post of suitable length and at least the required minimum number of peer responses.	Student posted a discussion post of sufficient length and most of the required minimum number of peer responses.	Student posted a discussion post of insufficient length or did not post the required minimum number of peer responses.	Student did not post a discussion post or the required minimum number of peer responses.
Grammar and Spelling	All of the student's posts are grammatically correct with no misspellings or incomplete sentences.	Most of the student's posts are grammatically correct with no misspellings or incomplete sentences.	Several of the student's posts are grammatically correct with no misspellings or incomplete sentences.	Some of the student's posts are grammatically correct with no misspellings or incomplete sentences.	Student's posts are grammatically incorrect with frequent misspellings, and incomplete sentences.

Citing References and Providing Links	All of the student's references are cited correctly in proper citation style (APA, MLA, or Chicago) and all the links (if provided) are working.	Most of the student's references are cited correctly in proper citation style (APA, MLA, or Chicago) and/or most of the links (if provided) are working.	Several of the student's references are cited correctly in proper citation style (APA, MLA, or Chicago) and/or several of the links (if provided) are working.	Some of the student's references are cited correctly in proper citation style (APA, MLA, or Chicago) and/or some of the links (if provided) are working.	Student does not cite references correctly in proper citation style (APA, MLA, or Chicago) or provide working links.
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Peer Review and Evaluation Tools

DIGA4999: Project Evaluation & Peer Review Form

Content Page

DIGA-4999 Capstone: Project Evaluation & Peer Review Form

Student Name:

Project Title:

Reviewer:

Date:

Callout

- Scoring Key
- 10–9: Excellent
 - 8–7: Good
 - 6–5: Satisfactory
 - 4–1: Needs Improvement

1. Creative Concept & Originality

☐

Excellent (10–9): Highly original, compelling, and well-developed concept with a strong artistic vision.

☐

Good (8–7): Creative and clear with some originality and thoughtful development.

☐

☐ **Satisfactory (6–5):** Concept shows effort but is limited in originality, depth, or focus.

☐ **Needs Improvement (4–1):** Underdeveloped or derivative concept; lacks clarity or creativity.

Score: _____

2. Technical Execution & Tool Mastery

☐ **Excellent (10–9):** Flawless, polished execution with professional tool use and craftsmanship.

☐ **Good (8–7):** Competently executed with minor flaws; tools used effectively.

☐ **Satisfactory (6–5):** Basic technical proficiency; issues are noticeable but not project-breaking.

☐ **Needs Improvement (4–1):** Major technical flaws; weak or inconsistent tool use.

Score: _____

3. Pre-Production Planning & Documentation

☐ **Excellent (10–9):** Planning materials are thorough, clear, aligned with the final work, and professionally presented.

☐ **Good (8–7):** Mostly complete documentation that supports execution.

☐ **Satisfactory (6–5):** Inconsistent or partial documentation; limited impact on project development.

☐ **Needs Improvement (4–1):** Planning is missing, unclear, or insufficient for production support.

Score: _____

4. Medium & Genre Integration

☐ **Excellent (10–9):** Seamless integration of genre(s) and medium that enhances creative intent.

☐ **Good (8–7):** Coherent use of medium and genre; contributes well to overall vision.

☐ **Satisfactory (6–5):** Basic application of medium/genre; limited synergy between them.

☐ **Needs Improvement (4–1):** Poor integration; medium and genre feel disconnected or unjustified.

Score: _____

5. Usability & User Experience

☐ **Excellent (10–9):** Highly intuitive, responsive, and user-centered experience.

☐ **Good (8–7):** Generally usable; minor friction points may exist.

☐ **Satisfactory (6–5):** Usability issues that impact flow or comprehension.

☐

Needs Improvement (4–1): Difficult to navigate or interact with; usability impairs engagement.

Score: _____

6. Accessibility & Inclusive Design

☐

Excellent (10–9): Fully accessible (alt text, captions, color contrast, keyboard navigation, etc.).

☐

Good (8–7): Mostly accessible with minor gaps or inconsistencies.

☐

Satisfactory (6–5): Some accessibility features present but not fully applied.

☐

Needs Improvement (4–1): Lacks sufficient attention to accessibility and inclusion.

Score: _____

7. Ethical Awareness & Reflection

☐

Excellent (10–9): Strong ethical reasoning integrated into all aspects of design and representation.

☐

Good (8–7): Ethical considerations addressed with reasonable consistency.

☐

Satisfactory (6–5): Ethical thinking is present but limited in depth or application.

☐

Needs Improvement (4–1): Ethics not addressed, or problematic content left unexamined.

Score: _____

8. AI Use & Documentation

☐

Excellent (10–9): Transparent, thoughtful, and creative use of AI tools with full documentation.

☐

Good (8–7): Appropriate and documented AI use with some reflection.

☐

Satisfactory (6–5): Limited documentation of AI use; unclear ethical framing.

☐

Needs Improvement (4–1): AI use is undocumented or inappropriate; lacks reflection.

Score: _____

9. Presentation & Communication

☐

Excellent (10–9): Engaging, clear, and professional; enhances understanding and delivery.

☐

Good (8–7): Clear and structured; minor delivery issues.

☐

Satisfactory (6–5): Presentation is functional but lacks polish or engagement.

☐

Needs Improvement (4–1): Unclear, disorganized, or poorly delivered.

Score: _____

10. Reflection & Self-Evaluation



Excellent (10–9): Insightful, critical reflection on learning and future direction.



Good (8–7): Thoughtful reflection with good self-awareness.



Satisfactory (6–5): Basic reflection with minimal depth.



Needs Improvement (4–1): Little to no reflection evident.

Score: _____

TOTAL SCORE (out of 100): _____ / 100

Reviewer Comments

Strengths:

- 1.
- 2.

Suggestions for Improvement:

- 1.
- 2.

Peer Feedback Summary

(150–200 words)

Reflect on the feedback you received or provided. How might it inform revisions? Include any questions or uncertainties you'd like discussed with peers or the instructor.

Callout

Instructions for Peer Reviewers

1. Please be kind, thoughtful and genuine in your responses
2. Use honest, constructive criticism.
3. Focus on both strengths and specific recommendations.
4. Submit on time so that reviewers have actionable feedback before final revisions.

Assignment Support and Instructional Materials

DIGA3036: Digital Object Assignment Requirements

Content Page

Before starting each assignment, please make sure you are familiar with the following requirements:

1. Produce an original or remixed digital object that illustrates and supports your written response to these questions.
 - This might include a digital image, sound file and/or video
 - Review the *Tools for Producing and Publishing Digital Media* to support the development of your production.
 - Do not use any copyrighted materials for this assignment. To learn more about this subject and your options for using openly-licensed resources, read about *Openly-Licensed Digital Content*.
 - The use of generative AI is an option for visuals and music as long as you are clear about how the file was created.
2. Write a response to the questions (200-word minimum)
 - Assert a perspective in your own voice and support with the course readings and resources.
 - Include the use of hypertext links, and other features such as bold, italics, etc. to style your response.
 - Do not rely too heavily on quotes but when you do quote make sure to [cite your sources](#) with quotation marks, in-text citations, and a reference at the end. Use an appropriate citation style (MLA, APA or Chicago) to cite references, websites, or anything you comment on that someone else said.
 - Respond to two other postings from your classmates at **150 words each**. Read the entire thread before responding. Your response to peers should be a continuation of the conversation. Use the discussion as an opportunity to ask questions in an informed way, offer comparisons, and engage with your peers in an academic dialogue. Do not just summarize the readings.
3. This assignment will be evaluated based on the *DIGA3036: Digital Object Grading Rubric*.

DIGA3036: Digital Object Assignment FAQ

Content Page

What is a digital object?

For this assignment, a digital object could be a digital image, audio file, and/or video file.

What is the purpose of this assignment?

The purpose of this assignment is to learn about the ethical issues of digital art and design by producing original or remixed digital objects and analyze the related issues.

How is the term digital object defined professionally?

According to the Society of American Archivists (SAA): "Digital objects may be either simple or complex. Simple digital objects are made up of a single file, such as a PDF or an image, while complex digital objects are made up of multiple files, such as a website or a digitized book" ([SAA](#)).

According to Laura Molloy, digital objects are used by visual artists as well:

"For visual artists, digital objects may be material supporting the research and development of art work, materials used in the production of art work, and/or documentation of a finished work. Digital objects in the arts encompass a wide variety of file types (text, images, video, audio, etc.) and formats (TIFF, DOC, GIF, PDF, JPG, MP3, etc.) created and used by artists" (Molloy).



Animated GIF by Abbey Elder - Own work, [CC BY-SA 4.0](#)

How does a digital object compare to related terms?

The idea of a digital object is similar in some ways to a [digital asset](#), [virtual object](#) or [digital artifact](#) because it takes many different forms and is produced and shared in a virtual or digital environment.

What is the difference between an original and remixed digital object?

For this assignment, an *original* digital object is produced entirely by you without the use of any additional materials. A *remixed* digital object combines original materials produced by you with openly-licensed materials, or the remix may be made up of all openly-licensed materials.

What is an open license?

If a resource has an open license, that means that the producer of that work has granted permission for it to be shared and reused. This is distinct from a digital resource that is copyright protected because if it has a copyright it cannot be used without permission. For this course, we will only use openly-licensed or public domain digital resources. If a work is in the public domain, that means that enough time has passed for the work to be used without permission. To learn more about the difference between copyright and openly-licensed resources, as well as public domain, read *Openly-Licensed Digital Content*.

What kind of open licenses are available?

The [Creative Commons Licenses List](#) explains the different types of open licenses available.

Do I need to assign a Creative Commons Open License to my own work in this course?

No. That decision is always up to the creator or producer of a work so cannot be a requirement and is entirely up to you.

References

Society of American Archivists. [Dictionary of Archives Terminology](#).

Laura Molloy. [Digital Objects - what are they and why should we manage them?](#)

Wikipedia contributors. (2023, July 16). [Digital asset](#). In *Wikipedia, The Free Encyclopedia*. Retrieved 13:10, July 30, 2023.

Wikipedia contributors. (2023, July 6). [Virtual artifact](#). In *Wikipedia, The Free Encyclopedia*. Retrieved 13:00, July 30, 2023.

Wikipedia contributors. (2023, June 17). [Digital artifact](#). In *Wikipedia, The Free Encyclopedia*. Retrieved 13:00, July 30, 2023.

[\(this link opens in a new window/tab\)](#)

DIGA3040: Discussion Requirements

Content Page

Your initial post must be at least **250 words**, and you must respond to at least **two classmates** with **150-word minimum responses** each. Responses should contribute in meaningful ways to the discussion by building on ideas, asking thoughtful questions, or making relevant comparisons. Before posting, read the entire thread to ensure your comments add to the conversation. Avoid generic responses like “great post!” or brief reactions (e.g., thumbs-up/thumbs-down). Maintain a professional, academic tone in all interactions.

Academic Integrity

Students must follow the university's [Academic Honesty Policy and Procedures](#) in all course writing. All discussion posts and responses must be written in your own words, based on your critical engagement with the course readings and media resources. Direct quotes should be limited to one or two sentences and must be enclosed in quotation marks. All sources, including course readings and external materials, must be cited using [MLA, APA or Chicago](#) style, with both in-text citations for quotes and a formal reference list at the end of the post. If referencing external content not included in the course, provide a working link.

AI Use

AI tools **may not** be used to generate discussion posts or responses. Discussions should reflect your own voice, critical thinking, and original analysis. However, AI **may** be used as an assistant for spelling, grammar, organization, and citation formatting (as long as accurate)—but never to generate content. The use of AI must be consistent with course policy outlined in the syllabus. Misuse of AI, such as generating responses instead of

writing your own, may result in academic penalties based on the university's *Academic Honesty Policy and Procedures*. Your contributions should be authentic, informed by research, and ethically produced.

Tools and Media Resources

DIGA3036: Openly-Licensed Digital Content

Content Page

Produce Original Digital Media Content



By Abbey Elder - Own work, [CC BY-SA 4.0](#)

When producing digital media in this course, your work must be original. You also have the option to remix openly-licensed materials for your assignments that are clearly identified as open or public domain and available for reuse. You may combine original and openly-licensed materials as part of your Digital Object assignments or for the Final Project. Be sure to always give credit to the source of all digital resources in discussion postings and projects, whether those materials are created by you and/or identified as openly-available via a reliable source (see below).

Search for Images, Video, and Music with Open Licenses

To enhance your assignments with openly-available materials, explore these reliable resources:

- [Openverse](#) - This is a search engine developed by the Creative Commons (CC) that provides access to a wide range of openly-licensed media content for reuse.
- [Wikimedia Commons](#) - This site is hosted by Wikimedia Foundation (also responsible for Wikipedia) and offers media that is freely available and openly-licensed.
- [Smithsonian Open Access](#) provides millions of images from the Smithsonian collection that are now open access and available to use for free (as long as you attribute the source).
- [Artvee](#) - This commercial web site offers many images about art and artists that are now public domain and freely available for personal and commercial projects. Be sure to only select images from this site that are

labeled public domain, since many are not yet available for reuse and are protected by copyright. Review the [Terms of Service](#) and [Privacy Policy](#) (which includes their Cookies Policy).

- [Pixabay](#) - This commercial web site is for accessing royalty-free images but be sure check their [license summary](#), [terms of service](#), [privacy policy](#), and [cookies policy](#) since it is a commercial platform. Also be aware that this site often features "sponsored" images that require payment so be sure to only search for free and open materials (you are not required to purchase any media content for this course).

Please note that artificial Intelligence (AI) programs such as DALL-E and Midjourney generate images based on text-input from the user. If you use generative AI to create images for your digital projects, always be clear about how the images were produced and document the source of the program used (please note that the use of AI-generated text is not allowed for any written assignment).

Several of the editing platforms include free clip art, images, video and music as well. It is fine to use these materials but remember to always credit the source, even if a built-in feature of the program.

Resources about Copyright, Public Domain, and Open License

To learn more about copyright, public domain, and open licenses, review these resources:

- [SUNY Empire Copyright Information Website](#) - This is a comprehensive resource that provides up-to-date and extensive information about all aspects of copyright.
- [What is copyright?](#) - This resource from the [CopyrightGOV - U.S. Copyright Office](#) explains what copyright is and how it is understood in the United States.
- [Copyright](#) - This page defines copyright from a European Union perspective.
- [Public Domain](#) - This Wikipedia entry provides an excellent definition and overview of the term public domain.
- [Creative Commons](#) - This is an online community committed to creating and sharing openly licensed materials. It provides information about how to [Use & Remix](#) open resources in the Commons.
- [About CC Licenses](#) - This page explains what a Creative Commons (CC) license is and describes each of the licenses available. You are not required to designate an open license for your own digital stories, but these definitions will help you to evaluate materials that have a license designated by the producer of that work.
- [How to give attribution](#) - This page explains how to give credit to CC works you identify.

DIGA3036: Tools for Producing and Publishing Digital Media

Content Page

This course will require you to create digital images and presentations for your Digital Object assignments and for a Final Project. The digital resources you select and use are entirely up to you. This page provides links to suggested tools for digital image editing and video production but feel free to explore your own options. If you already have access to image manipulation software, that is fine too. You are also free to use the image editing features on your phone.

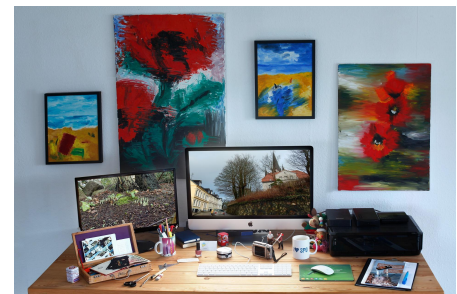


Image by [ptr](#) from [Pixabay](#)

AI Resources

- [Adobe Firefly](#) - This is a generative AI tool in Adobe Creative Cloud that lets you create images, text effects, and visuals from simple prompts. It offers an easy way to enhance your creative projects.

Digital Imaging

- [Adobe Creative Cloud](#) - this is the industry standard for digital imaging and production. This page links to the student version with reduced pricing. You may have access to this already based on prior courses in the Digital Media Arts program.
- [Google Play](#) offers many free apps for image editing but you need to search and identify those that would work best for you ([Google Privacy Policy](#), [VPAT](#)).
- [GIMP \(GNU Image Manipulation Program\)](#) - This is an open source image manipulation program but it does require downloading to your computer ([VPAT](#))

Digital Media (word, image, sound)

- [PowerPoint Narration and Video](#) - The latest version of this program allows for on-camera recording and exporting as video. Students have access to this program via [Microsoft 365](#). Read about [Microsoft Accessibility](#) and [Privacy at Microsoft](#).
- [Canva](#) - This site offers a free version for creating infographics, logos, presentations, flyers, and social media content ([Accessibility at Canva](#)).
- [iMovie](#) is for Mac users and offers amore traditional "light" approach to video editing ([Apple Privacy Policy](#), [VPAT](#)).
- [Windows Movie Maker](#) is for PC users and may be less user friendly than other options ([Privacy at Microsoft](#), [Accessibility](#)).
- [Adobe Spark](#) offers a [free download](#) for two months only. Spark has many features but look for **short videos**. ([Adobe Privacy Policy](#), [VPAT](#)).
- [VivaCut - PRO Video Editor, Video Editing App](#) This is a video editing app for the Android that is available via Google Play; check [Google Play](#) for free options and for video editors compatible with other mobile devices. (Check the [Google Privacy Policy](#)).
- [Google Slides](#) for creating a digital presentation or photo gallery ([Google Privacy Policy](#), [VPAT](#))

Hosting Digital Media:

- [YouTube](#): Here are [detailed instructions for using it with a screen reader](#). Also read how to [Create an account on YouTube](#) ([YouTube Community Guidelines](#), [VPAT](#)).
- [Vimeo](#) may be a suitable hosting site but review the [Vimeo Accessibility Statement](#). [Vimeo Basic](#) is the free option ([Vimeo Privacy Guidelines](#), [VPAT](#)).

DIGA3040: Tools and Accounts You'll Need to Succeed

Throughout this course, you'll create several individual digital stories and collaborate on a final digital narrative. These projects will require you to choose effective digital tools for producing media files and set up online accounts for publishing and hosting your work. You don't need expensive software or prior experience with digital media to succeed.

This page provides links to a wide range of digital resources and tutorials, but I encourage you to explore additional apps and tools that suit your creative process.

If you prefer not to publish your digital stories on public platforms like YouTube or Vimeo, you have the option to upload your media files directly to the discussion space or host them using SUNY Empire's LEARNscape platform.

See below a summary of digital tools and tutorials for your consideration. Review these options carefully and select the application or site that would work best for you as a digital storyteller!

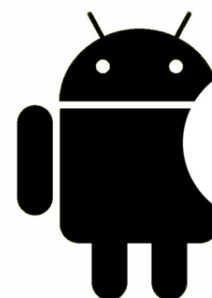


Image Credit: Appdroid & Andople by Tsahi Levent-Levi
via [Flickr](#) [CC BY 2.0]

Video Hosting Sites

video hosting sites

Application or Site	Tutorials and Documentation	Accessibility	Privacy
LEARNscape - This platform allows you to host your video through a resource managed by Empire State University.	About LEARNscape (Explains what LEARNscape is and how it can be used by students and faculty).	SUNY Empire Web Accessibility Policy "Closed-captioning of all video and audio materials on LEARNscape are available upon request by submitting an incident through the Empire State University Service Desk "	SUNY Empire Web Privacy Policy

YouTube - Popular site for uploading and sharing video content.	Read how to Create an account on YouTube . Once you create a YouTube account you may want to Create a new YouTube Channel .	Here are detailed instructions for using it with a screen reader . Read the YouTube Community Guidelines , VPAT .	Note that this popular site is subject to the expansive, and invasive Google Privacy Policy , which you should review before using.
Vimeo is a suitable hosting site for videos. Vimeo Basic is the free option.	Preparing your video for uploading on Vimeo (video tutorial) (01:05) .	Read the Vimeo VPAT .	Overview of Vimeo's Privacy Settings
Google Drive - This is a good option for uploading and sharing files.	These instructions explain how to store and play video in Google Drive.	Google Workspace Guide to Accessibility .	Google Privacy Policy

Video Production and Editing Tools

Video Production and Editing Tools

Application or Site	Tutorials and Documentation	Accessibility	Privacy

WeVideo offers a free option with 1 GB cloud storage and 5 min/month.	Getting Started with WeVideo (instructions) Editing with WeVideo (1:12:54) (how-to video) Beginner Video Editing with WeVideo (04:09) (Video with Accurate Captioning) (how-to video)	WeVideo Accessibility Statement	WeVideo Privacy Policy
Kaltura Capture - This is a free resource for the Empire State University community as part of the LEARNscape platform. It allows you to record your computer screen, with or without recording you on-camera. This program is downloaded directly to your computer and could be used for developing narrated slideshows or screen-captures for instructional tutorials, selfie-videos, or digital stories.	Kaltura Capture Overview- Read the tutorials and documentation for this resource. Recording with Kaltura Capture (07:03) - Watch this instructional tutorial produced at SUNY Empire to learn how to use this program.	SUNY Empire Web Accessibility Policy "Closed-captioning of all video and audio materials on LEARNscape are available upon request by submitting an incident through the Empire State University Service Desk."	SUNY Empire Web Privacy Policy

Comic Life 3 is for producing comic-style digital narratives. This app is for Mac or Windows and versions of the app are available for the iPhone and iPad as well. They offer free 30-day trials and reasonable pricing plans for purchase.	Comic Life Online Help provides detailed instructions on how to use the app. Features Galore! explains many of the key features of the app, and Support FAQ offers additional insights as well. Several tutorials created by educators and users are available online.	Reach out via the Contact Us page with specific questions about accessibility.	plasq.com Privacy Policy
PowerPoint Narration and Video - Although a standard slideshow does not meet the expectations of a dynamic digital story, the latest version of this program allows for on-camera recording and exporting as video. Students have access to this program via Microsoft 365.	Record a slideshow with narrations and timing Record your presentation in PowerPoint Microsoft 365 Training	Microsoft Accessibility	Privacy at Microsoft
Vimeo Create is for creating videos using Vimeo and a free version is available.	Tutorial: Vimeo Editor (03:44) (Video with Accurate Captioning) (how-to video)	Vimeo VPAT	Overview of Vimeo's Privacy Settings

iMovie is for Mac users and offers a more traditional "light" approach to video editing. The iMovie iPhone app does everything most digital storytelling programs do, and more. Highly recommended tool if you have it.	iMovie User Guide (Table of Contents) How to use iMovie - Beginner's Guide (video tutorial) (24:56) (Video with Accurate Captioning)	Apple VPAT	Apple Privacy Policy
Microsoft Clipchamp - Video editor with a free trial.	Clipchamp Training Center - Featuring tutorials on how to use this program.	Accessibility Tools for Clipchamp	Microsoft Privacy Statement
Adobe Express offers a free download for two months only. Spark has many features but look for short videos.	Tutorials: Adobe Express	Adobe VPAT	Adobe Privacy Policy
VivaCut - PRO Video Editor, Video Editing App This is a video editing app for the Android that is available via GooglePlay; check GooglePlay for free options and for video editors compatible with other mobile devices.	VivaCut - Pro Features	Google Privacy Policy	VivaCut Privacy Policy

Canva - This is an online design tool for producing digital content with a free option and a YouTube Video Editor .	Canva Design School Tutorials	Accessibility at Canva	Canva Terms and Privacy
Animoto is an example of a digital storytelling tool that will allow you to add pictures, videos, music, and text to create a video using either a desktop computer or mobile device. Animoto offers a free option with standard features.	Animoto Tutorials	Animoto Privacy and Accessibility Policy	Animoto Privacy and Accessibility Policy

Recording with your Phone

If you have a relatively recent smartphone, it likely has excellent video and audio recording capabilities, along with user-friendly apps that simplify the process compared to using a desktop or laptop. If you don't have access to a smartphone or tablet with these features, you'll need a webcam and an external microphone.

I don't recommend relying on your computer's built-in microphone, as it often results in lower-quality recordings—though you can test it to see if it meets your needs. Instead, I suggest using an affordable USB microphone or a headset with a built-in mic for better sound quality.

If you have a high-quality smartphone or tablet, you can use its camera and apps for recording. Otherwise, depending on your digital storytelling needs, you may need to invest in an inexpensive external camera for your desktop.

New Tools and Apps

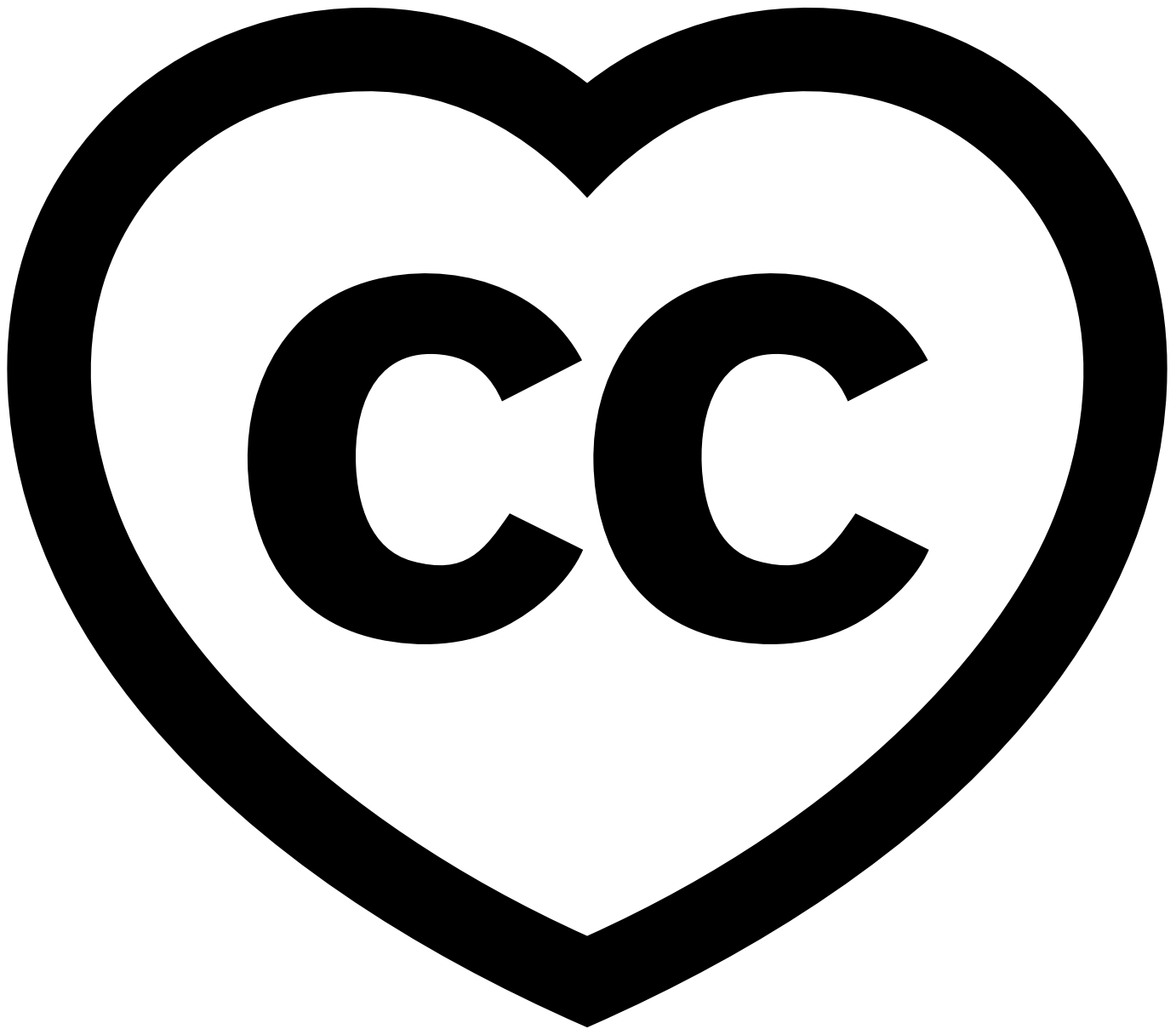
In today's social media and mobile era, new tools and apps are constantly emerging to support the creation and editing of high-quality digital and mobile stories. Throughout the semester, explore a variety of digital tools and

experiment with different approaches to storytelling. Expanding your toolkit will enhance your skills and allow you to tell original and engaging stories.

DIGA3040: Requirements for Digital Images, Video, and Music

Content Page

Produce Original Digital Media Content



Creative Commons image by [Creative Commons Public Domain](https://creativecommons.org/licenses/publicdomain/0.0/)

When producing digital stories in this course, your work must include original digital images, video, and/or music that you create. You also have the option to remix openly licensed or public domain materials that are clearly identified as available for reuse. If you choose to use AI-generated content, it must align with the course policy, adhere to ethical guidelines, and respect copyright laws.

As a digital storyteller, you may integrate original, openly licensed, and AI-assisted materials, provided they comply with course guidelines. Always give credit to the sources of all digital assets—whether created by you, openly available, or AI-generated—in your script, storyboard, and closing credits.

AI Resources

If you use AI tools to generate images or video for your digital stories, you must clearly document the program used and how the content was created. AI-generated visuals, such as those from DALL-E or Midjourney, are based on user input and should be transparently integrated into your work. While AI can assist in refining and enhancing creative elements, your project should be guided by your original script, storyboard, and analysis to ensure authenticity and academic integrity. For text-based work, AI may only be used as an assistant for spelling, grammar, organization, and citation formatting—not to generate content or replace your own ideas and analysis.

Search for Images, Video, and Music with Open Licenses

To enhance your digital story with openly-available materials, explore these reliable resources:

- [Openverse](#) - This is a search engine developed by the Creative Commons (CC) that provides access to a wide range of openly-licensed media content for reuse.
- [Wikimedia Commons](#) - This site is hosted by Wikimedia Foundation (also responsible for Wikipedia) and offers media that is freely available and openly-licensed.
- [Smithsonian Open Access](#) provides millions of images from the Smithsonian collection that are now open access and available to use for free (as long as you attribute the source).
- [Artvee](#) - This commercial web site offers many images about art and artists that are now public domain and freely available for personal and commercial projects. Be sure to only select images from this site that are labeled public domain, since many are not yet available for reuse and are protected by copyright. Review the [Terms of Service](#) and [Privacy Policy](#) (which includes their Cookies Policy).
- [Pixabay](#) - This commercial web site is for accessing royalty-free images but be sure check their [license summary](#), [terms of service](#), [privacy policy](#), and [cookies policy](#) since it is a commercial platform. Also be aware that this site often features "sponsored" images that require payment so be sure to only search for free and open materials (you are not required to purchase any media content for this course).

Several of the editing platforms you may use for producing digital stories will include free clip art, images, video and music. It is fine to use these materials but remember to always credit the source, even if a built-in feature of the program.

Resources about Copyright, Public Domain, and Open Licenses

To learn more about copyright, public domain, and open licenses, review these resources:

- [SUNY Empire Copyright Information Website](#) - This is a comprehensive resource that provides up-to-date and extensive information about all aspects of copyright.
- [What is copyright?](#) - This resource from the [CopyrightGOV - U.S. Copyright Office](#) explains what copyright is and how it is understood in the United States.
- [Copyright](#) - This page defines copyright from a European Union perspective.

- [Public Domain](#) - This Wikipedia entry provides an excellent definition and overview of the term public domain.
- [Creative Commons](#) - This is an online community committed to creating and sharing openly licensed materials. It provides information about how to [Use & Remix](#) open resources in the Commons.
- [About CC Licenses](#) - This page explains what a Creative Commons (CC) license is and describes each of the licenses available. You are not required to designate an open license for your own digital stories, but these definitions will help you to evaluate materials that have a license designated by the producer of that work.
- [How to give attribution](#) - This page explains how to give credit to CC works you identify.