

## COURSE SPECIFICATION DOCUMENT

<b>Academic School / Department:</b>	School of Liberal Arts
<b>Programme:</b>	Digital Minor
<b>FHEQ Level:</b>	5
<b>Course Title:</b>	Digital Collaboration
<b>Course Code:</b>	DGT 5110
<b>Student Engagement Hours:</b>	120 (standard 3- credit BA course)
Lectures:	20
Seminar / Tutorials:	25
Independent / Guided Learning:	75
<b>Semester:</b>	Fall, Spring
<b>Credits:</b>	12 UK CATS credits 6 ECTS credits 3 US credits

### **Course Description:**

This high-level service-learning course uses skills from the DGT 4100 Coding, Content and Context 1 course, to consider social, cultural and global transformation in Charities, NGO's and non-profit organisations via digital engagement and media networks. This course expands theories from digital global service learning and Transition theory, across different employment sectors, and aspects of society. It equips students to identify the ranges of opportunities for innovation and employment that digital skills offer, using digital resource and community building for physical and mental health. The course examines decolonial theories of global digital community. It is highly recommended that students have access to the use of a laptop and a smartphone for the duration of the course.

**Prerequisites:** DGT 4100

### **Aims and Objectives:**

The aim of this course is to enable students to start employing digital skills gained in the DGT 4100 course, to work collaboratively with each other and external organisations using digital skills in real world environments. Students will gain insight and valuable experience

through live projects and digital partnerships. They will focus on developing a community-driven digital service experience that employs structured, critical reflective practice to better understand self, culture, political, digital social and environmental issues, and social responsibility in global context. Students will be encouraged to select of their own software and critically evaluate the quality, range of application and ethical use of their selections in relation to their chosen partner. They will be expected to contextualise and evaluate this through appropriate examples of service-learning theory and digital ethics. Alongside using a range of software, students will be required to maintain a reflective journal that tracks learning and can act as a reference point for problem solving in the future.

### **Programme Outcomes:**

The learning outcomes satisfy the program outcomes of the Digital Minor 5Ai, 5Bi, 5Ci

#### Programme Outcomes for Digital Minor

##### Level 5

- Demonstrate a detailed understanding of different digital environments and their respective digital languages. (5Ai)
- Demonstrate the ability use digital software to produce high quality relevant outcomes and critically reflect on the results. (5Bi)
- Appreciate the connections between theories and their applications in specific digital environments and to be able to critically evaluate these. (5Ci)

A detailed list of the programme outcomes is found in the Programme Specification. This is maintained by Registry and located at: <https://www.richmond.ac.uk/programme-and-course-specifications/>

### **Learning Outcomes:**

By the end of this course, successful students should be able to:

- Demonstrate a critical analysis of digital service learning opportunities and an evaluation of appropriate digital tool for the production of appropriate digital outcomes
- Demonstrate an appropriate use of mobile and online applications to successfully generate, edit and combine digital languages and media, to produce innovative solutions.
- Demonstrate critical reflection on own use of digital media outcomes to adjust and address collaborative issues.
- Engage in informed collaborative research to problem solve issues for external partners

**Indicative Content:**

- Surveying and evaluating digital service learning opportunities.
- Producing digital Demos / pitches to and for organisations.
- Collaborating with peers to produce Interactive digital Audio / Video
- Construct collaborative digital media tailored to organisation's needs.
- Produce critical analysis of own digital applications and media and an evaluation of their use in external environments.
- Contextualisation of own work in the current digital ethics discourse on coding bias, and the implications of digital work on current debates on race, gender, surveillance, behaviour prediction.
- Reflective technical and service learning Journal writing.

**Assessment:**

This course conforms to the University Assessment Norms approved at Academic Board and found at <https://www.richmond.ac.uk/university-policies>

**Teaching Methodology:**

- Lecture presentations with the key concepts
- Group discussions on journal articles and online resources.
- Lecture demonstration with the key applications and software.
- Teamwork solving technical problems.
- Individual research on online sites related to coding and the use of digital media
- Videos and On-line demonstrations.
- Intra-net access to lecture notes, links to applications and online tutorials and reading material.

**Indicative Text(s):**

Barbara J, [2015] *Service-learning essentials: questions, answers, and lessons learned* publisher Jossey-Bass, San Francisco, CA

Ash S, Clayton P, (2009) 'Generating, Deepening, and Documenting Learning: the Power of Critical Reflection in Applied Learning' *Journal of Applied Learning in Higher Education* Vol. 1, Fall 2009 25-48 paper available: <https://community.vcu.edu/media/community-engagement/pdfs/AshandClayton.pdf> Accessed 30.19.18

Hartman, Kiely, Friedrichs, & Boettcher (2016) *Building a Better World: The Pedagogy and Practice of Global Service Learning* Stylus Pub Llc USA PDF available

