

COURSE SPECIFICATION DOCUMENT

Academic School / Department:	School of Liberal Arts
Programme:	Various
FHEQ Level:	5
Course Title:	Service Learning: Digital Collaboration
Course Code:	GEP 5101
Student Engagement Hours:	120
Lectures:	20
Seminar / Tutorials:	25
Independent / Guided Learning:	75
Credits:	12 UK CATS credits 6 ECTS credits 3 US credits

Course Description:

This Digital Collaboration Service-Learning course is a student community engagement course that aims to provide students from all disciplines and majors with the intellectual, professional, and personal skills that will enable them to build professional links and function well in culturally diverse communities both locally and globally, in a digital capacity. The students will reflect on the application of their specialist knowledge, the skills they are learning, and the benefits gained from the service-learning experience. During this service-learning course, the faculty supervisor will work closely with each student to ensure that the community engagement is a successful one. This course enables students engage with organizations and communities outside of the university. Students will devise, plan and construct their own digital project for Charities, NGO's and non-profit organisations via digital engagement and media networks. This course expands theories from digital global service learning, 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 resources 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:

GEP 4180 Research and Writing II and GEP 4105 Social Change in Practice

Aims and Objectives:

The aim of this course is to enable students to start employing digital skills gained in the DGT4100 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 progress report 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 Liberal Arts Core:

KU A1 Reflect on the process and development of one's own change and its social implication.

KU A4 Identify the benefits and challenges that different generations and cultures experience in terms of social change

SK B2 Critically assess, quantify and analyse issues that need to be addressed, including real-life examples.

SK B4 Use historical knowledge and an understanding of the consequences of past actions to envision how futures may be shaped.

AT C1 Demonstrate the capacity for independent, evidence-based integrated thinking as the foundation for developing their personal ethical code.

AT C4 Demonstrate the capacity to be flexible and resourceful and adapt their problem-solving mind-set to fit changing or unforeseen circumstances.

A detailed list of the programme outcomes are found in the Programme Specification.

This is located at the archive maintained by the Registry and found 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 the use of self-reflection through log keeping, self-management to deadlines and interpersonal creative problem-solving skills.

- Demonstrate the ability to use appropriate research skills and self-selected methodologies to gather and organise ideas and information for a self-developed project, using critical thinking to analyse, and propose solutions.
- Demonstrate the ability to communicate effectively through written, oral and visual presentation skills, presenting a range of technologies in a 'portfolio' of work.
- Demonstrates the ability to independently design and undertake substantial investigations of contemporary civic issues, events and problems through team and independent work and by drawing upon different types of sources.
- Demonstrates an ability to relate particular phenomena and experience to wider social processes and transformations; able to critically analyse information and the consequences of actions.

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 progress report writing.
- Project Management
- Service Learning Theory

Assessment:

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

Teaching Methodology:

This is an experiential learning program, so in addition to some classroom teaching in the form of seminars and lectures students learn and develop new skills whilst in the community and under supervision of the faculty supervisor. The faculty supervisor acts as mentor and guide during the service learning, so rather than teaching for a front they serve as a resource for students to call upon if they are experiencing any issues as part of their individual project.

The faculty supervisor will provide feedback on the learning logs on a weekly basis, and one-to-one tutorials at key points. Deadlines are set for progress report submissions as well as

other forms of assessment such as presentations. Additional screenings viewings and all field trips may be required.

Indicative Text(s):

Jacoby, B. and Howard, J., 2015. *Service-Learning Essentials*. San Francisco, CA: John Wiley & Sons

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 at https://buildingabetterworld.files.wordpress.com/2012/10/interculturalhorizons_10-2.pdf Accessed 30.19.18

Hui Kyong Chun W, Ed. Watkins Fisher A, Ed. Keenan T, Ed. (2015) *New Media, Old Media: A History and Theory Reader* Routledge publications USA.

Spiller N, (2002) *Cyber Reader: Critical Writings for the Digital Era* Phaidon Press

Journals

The International Journal of Research On Service-Learning And Community Engagement
 Virtual Creativity, Intellect Journals
 Digital Scholarship in the Humanities Oxford Academic
 Frontiers in Digital Humanities Journal
 Boundary2 Journal

Web Sites

Please Note: The core and the reference texts will be reviewed at the time of designing the semester syllabus.

See syllabus for complete reading list

Change Log for this CSD:

Nature of Change	Date Approved & Approval Body (School or AB)	Change Actioned by Registry Services
Oct. 2021 – Joining Lib Arts Core selection at L5. Adjusted course description to synchronise with other L5 Service-Learning courses.		
Revision – annual update	May 2023	
