THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Master of Social Sciences in Global and Regional Studies
Programme QF Level	:	6
Course Title	:	Digital Communities in a Globalized Era
Course Code	:	SSC6325
Department	:	Social Sciences and Policy Studies
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	6

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing participants with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of participants in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**

   This course aims at preparing participants to explore the development and trends of digitalization in a globalized era. Particular attention will be given to how technology and digitalization change our lives and societies, and transform innovations, online interpersonal relationships, business models and environment, and public services, etc. Issues such as digital society, work and employment, digital divide, use of personal data, ethics and privacy, community and personal relations will also be examined with examples from Greater Bay Area cities and other parts of the world. Finally, how to develop a positive mindset and proper sense of digital citizenship will be discussed.

2. **Course Intended Learning Outcomes** (CILOs)

   Upon completion of this course, participants will be able to:

   $CILO_1$ demonstrate knowledge of the key concepts and theories related to digitalization and development of digital communities

   $CILO_2$ apply analytical skills to study how technology and digitalization are changing our lives and societies

   $CILO_3$ apply the relevant concepts and theories to study the issues arising from digitalization in a global and regional context

   $CILO_4$ cultivate positive attitude and critically reflect on their own roles in participating in digital communities

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
What is digitalization? What is a digital community? What are the nature, meanings and complexities of digital communities in a digitalized world?	$CILO_1$	Lecture, group discussions, group analysis
How does a digital society develop and evolve itself in a digitalized world? Social institutions using information and digital technologies for development and functioning; Societies led by knowledge (ideas, innovations and inventions); New forms of communication and information sources, etc. Robots and AI on improving production, trading, transportation, medicals, logistics, education, leisure and living, etc.	$CILO_1$	Lecture, group discussions, group analysis
Analyzing lives, works and tensions in a digital world –How digital technology and digital media shape and reform our lives in a global scale; Employment and working online, freelance, digitalized social connections, and digital market; Tensions between precariousness, isolation, insecurity, unstable work, and new ideological approach to entrepreneurship and professionalism as 'the new way of working' by 'digital professionals'.	$CILO_{2,3}$	Lecture, group discussions, group analysis
Digital citizens, communities and society: **online relationships, problems, issues, and challenges** Privacy, online interpersonal relationships and dating;	$CILO_{2,3}$	Lecture, group discussions, group analysis, guest

Knowledge gap, digital literacy and digital divide. The broadening of the definition of citizenship by the globally connected infosphere, and its impact on society. .The roles of digital citizenship and related issues in a digitalized world: online identity, ideology, culture, rights, responsibilities, values and participation.		lectures, tutorials, site visits
Studying empirical cases of digital communities and social transformations of cities in theGreater Bay Area and global context. Relevant issues include applying a regional perspective on exploring e-divergence/ e-convergence, youth innovation hubs and entrepreneurship bases, technology startups, digital industries and market, digital employment works, as well as digitalized social connections and integration.	$CILO_{2,3}$	Lecture, group discussions, group analysis, guest lectures, tutorials, site visits
Conclusion Should we consider our future as having two separate lives or one life that integrates the physical and digital realms? Cultivate positive, open-minded, and engaging attitude for digital citizenship. Critically reflect upon our own experiences in participating as digital citizens.	$CILO_4$	Lecture, group discussions, reflection, group sharing

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Quiz Participants attend a short quiz which are about the contents of this course.	20%	$CILO_{1, 2, 3, 4}$
(b) Group presentation Participants form into a group (about 3 to 4 members) and perform a group presentation (about 25 to 30 minutes) on a selected topic related to this course.	30%	$CILO_{1, 2, 3, 4}$
(c) Individual essay Select a topic related to the contents of this course, in particular with reference to the development of digital communities in the global or selected region. Write an informative and analytical essay (about 1,500 words).	50%	$CILO_{1, 2, 3, 4}$

5. Required Text(s)
NIL

6. Recommended Readings
Agger, B. (2015). *Oversharing: Presentations of self in the internet age*. New York: Routledge.
Baym, N. (2010). *Personal connections in the digital age*. Malden, MA: Polity Press.
Chassignol, M., Khoroshavin, A., Klimova, A., Bilyatdinova, A. (2018). Artificial Intelligence trends in education: a narrative overview. *Procedia Computer Science*, 136: 16-24.

Gandini, A. (2016). *The reputation economy: Understanding knowledge work in digital society*. London: Palgrave Macmillian.

Gleason, B. (2016). Teens' participatory play: Digital media learning through civic engagement. In C. Greenhow, J. Sonnevend, & C. Agur (Eds.), *Education and social media: Toward a digital future* (pp. 231-238). Cambridge, MA: MIT Press.

Harari, Y. N. (2018). *21 lessons for the 21st century* (First edition). New York: Random House.

Jackson, P. C. (2019). *Introduction to artificial intelligence* (Third edition). Mineola, New York: Dover Publications.

Karsenti, T. (2019). Acting as ethical and responsible digital citizens: The teacher's key role. *Formation et profession*, *27*(1), 105-111.

Ling, R. (2008). *New Tech, New Ties: How mobile communication is reshaping social cohesion*. Cambridge: MIT Press.

Mossberger, K. (2009). Toward digital citizenship: Addressing inequality in the information age. In Chadwick, A. & Howard, P.N. (2009). *Routledge handbook of internet politics* (pp.173-185). London: Routledge.

Mossberger, K., Tolbert, C. J., & Hamilton, A. (2012). Broadband adoption measuring digital citizenship: Mobile access and broadband. *International Journal of Communication*, *6*(37): 2492-2528.

Ribble, M. (2015). *Digital citizenship in schools: Nine elements all participants should know*. Eugene, Oregon: International Society for Technology in Education.

Siu, H. F. and Ku, A. S. (Ed.) (2008) *Hong Kong Mobile: Making a Global Population.* Hong Kong: Hong Kong University Press.

Tan, S.-h. (ed.) (2005). *Challenging citizenship: Group membership and cultural identity in a global age*. Aldershot: Ashgate.

UNESCO (2016). *A policy review: Building digital citizenship in Asia-Pacific through safe, effective and responsible use of ICT*. Bangkok: UNESCO Bangkok.

Walsh, T. (2018). *2062: The world AI made*. Carlton, VIC: La Trobe University Press.

黃錦輝(2017). 創科發展與全球競爭。張妙清、趙永佳編《香港特區二十年》(頁 241-260)。香港：香港中文大學香港亞太研究所。

7. Related Web Resources

Greater Bay Area
https://www.bayarea.gov.hk/en/home/index.html

Education Bureau of Hong Kong SAR - Technology Education - References & Resources
https://www.edb.gov.hk/en/curriculum-development/kla/technology-edu/resources/index.html

Online dating - Modern love - The internet has transformed the search for love and partnership
https://www.economist.com/leaders/2018/08/18/modern-love

Technology in the Social Studies Classroom
https://www.techinpedagogy.com/archives/1664

8. **Related Journals**

AI & Society: Knowledge, Culture and Communication
Educational Technology & Society
Information, Communication & Society
Journal of Youth and Adolescence
Journal of Youth Studies
Procedia Computer Science
Social Media and Society

Social Science Computer Review
Youth & Society

9. **Academic Honesty**
   The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the Policy on Academic Honesty, Responsibility and Integrity (https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5). Students should familiarize themselves with the Policy.

10. **Others**
    NIL

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