## Course Outline

## Part I

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| **Programme Title** | : | All Undergraduate Programmes |
| **Programme QF Level** | : | 5 |
| **Course Title** | : | **Digital Communities in the Information Age** |
| **Course Code** | : | SSC4314 |
| **Department** | : | Social Sciences and Policy Studies |
| **Credit Points** | : | 3 |
| **Contact Hours** | : | 39 |
| **Pre-requisite(s)** | : | Nil |
| **Medium of Instruction** | : | English |
| **Course Level** | : | 4 |

## 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 students 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 students 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 shall equip students with knowledge, concepts, analytical skills and positive attitudes on understanding the nature and complexities of digital communities in the information age. It shall help students to understand problems, issues and challenges facing digital communities in both communal and global contexts. Key concepts such as digitalization, digital communities, digital society, digital works, privacy, online relationships, digital media, digital divide, digital world, and digital citizenship, etc. will be introduced. Empirical case study will be chosen about digital and social transformations of Hong Kong in Greater Bay Area for students to apply their knowledge and examine the interactions between theories and realities. In particular, group discussions, small group analysis, tutorials, and guest lectures shall allow students to apply their learning skills in understanding different digital communal contexts. Lastly, this course shall also help students acquire transferrable and analytical skills through learning activities for their future personal and career development.

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

   *Upon completion of this course, students will be able to:*

   CILO$_1$    Develop an understanding of the nature, meanings and complexities of digital communities in an information world;

   CILO$_2$    Identify the key knowledge and concepts such as digitalization, digital communities, digital society, digital world, digital divide, privacy, online relationships, digital works, digital media, and digital citizenship, etc;

   CILO$_3$    Apply the appropriate concepts and theories in analyzing problems, issues and challenges facing digital communities by using transferrable and analytical skills;

   CILO$_4$    Explore possible responses by reflective thinking and cultivate positive, open-mindedness, and engaging attitude in facing an information world.

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

| Course Content | CILOs | Suggested Teaching & Learning Activities |
|---|---|---|
| **What is digitalisation? What is a digital community?**<br><br>What are the nature, meanings and complexities of digital communities in an information world? | *CILO$_{1,2}$* | • Lecture<br><br>• Group discussions<br><br>• Group analysis |
| **How does a digital society develop and evolve itself in an information world?**<br><br>Social institutions use information and digital technologies for development and functioning; Societies led by knowledge (ideas, innovations and inventions); New forms of communication | *CILO$_2$* | • Lecture<br><br>• Group discussions<br><br>• Group analysis |

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| and information sources, etc. Robots and AI on improving production, trading, transportation, medicals, logistics, education, leisure and living, etc. | | |
| **Digital communities and digital citizens: problems, issues, and challenges**<br><br>Privacy, online interpersonal relationships and dating; Knowledge gap, digital literacy and digital divide; How can we address anxieties, fears, opportunities, and other critical issues, as well as empowering participation in digital world? How globally connected infosphere has broadened the definition of citizenship, and its impact on society? Digital citizenship – identity, ideology, culture, rights, responsibilities, values and participation in an information world. | $CILO_{2,4}$ | • Lecture<br>• Group discussions<br>• Group analysis |
| **Analyzing lives, works and tensions in a digital society** – urban and digitalized; How does digital technology and digital media shape and reform our lives; Employment and working online, freelance, digitalized social connections, and digital market; Tensions between precariousness, isolation, insecurity, unstable work, and new ideological approach to entrepreneurialism and professionalism as 'the new way of working' and 'digital professionals'. | $CILO_{2,\ 3,4}$ | • Lecture<br>• Group discussions<br>• Group analysis<br>• Guest lectures<br>• Tutorials<br>• Site visits |
| **Applying learning skills in analyzing empirical cases of digital communities and social transformations of Hong Kong in Greater Bay Area** (e.g. applying a regional perspective on exploring e-divergence/ e-convergence, youth innovation hubs and entrepreneurship bases, technology startups, digital industries and market, digital employment and works, digitalized social connections and integration, etc.) | $CILO_{1,2,3,4}$ | • Lecture<br>• Group discussions<br>• Group analysis<br>• Guest lectures<br>• Tutorials<br>• Site visits |
| **Conclusion**<br><br>Should we consider our future to have two separate lives or one life that integrates of physical lives and digital citizens? Critically integrate and reflect upon what have been learnt; Exploring possible responses and | $CILO_{1,2,3,4}$ | • Lecture<br>• Group discussions<br>• Reflection<br>• Group sharing |

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| cultivate positive, open-mindedness, and engaging attitude for digital wellness. | |

## 4. Assessment

| Assessment Tasks | Weighting (%) | CILO |
|---|---|---|
| **(a) Quiz**<br><br>Students attend a short quiz which are about the contents of this course. | 20% | $CILO_{1, 2, 3, 4}$ |
| **(b) Group presentation**<br><br>Students form into a group (about 3 to 4 members) and perform a group presentation (about 25 to 30 minutes) on a selected topic in this course. | 30% | $CILO_{1, 2, 3, 4}$ |
| **(c) Individual essay**<br><br>Select a topic in this course contents in relation to Hong Kong in Greater Bay Area. Write an analytical individual essay (1,500 words). | 50% | $CILO_{1, 2, 3, 4}$ |

## 5. Use of Generative AI in Course Assessments
Please select one option only that applies to this course:

☐ *Not Permitted*: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☑ *Permitted*: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text(s)
Nil

## 7. Recommended Readings

Chassignol, M., Khoroshavin, A., Klimova, A., Bilyatdinova, A. (2018). Artificial Intelligence trends in education: a narrative overview. *Procedia Computer Science*, 136: 16-24.

Chiu, S. W. K., Kong C. H., and Lui, T. L. (2009). *Hong Kong: Becoming a Chinese global city*. London: Routledge.

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.

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.

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.

Ribble, M. (2015). *Digital citizenship in schools: Nine elements all students 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。

8. **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
   - Technology in the Social Studies Classroom
     https://www.techinpedagogy.com/archives/1664

9. **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*

## 10. 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.

## 11. Other
Nil

*Updated July 2025*