

Subject Description Form

Subject Code	APSS5207														
Subject Title	Digital Technologies and Social Development														
Credit Value	3														
Level	5														
Pre- requisite/ Co-requisite/ Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Attendance and participation</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Project presentation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>3. Written Paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Attendance and participation	20%	--	2. Project presentation	--	30%	3. Written Paper	50%	--
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The grade is calculated according to the percentage assigned;															
Student must pass all components (standard of passing) if he/she is to pass the subject.															
Objectives	The fast and extensive penetration of new digital technologies has attracted worldwide attention. In view of this phenomenon, this subject will introduce students to the social and cultural consequences of the adoption of the internet with a particular emphasis on the role played by digital technologies in the planned and unplanned practices leading to social development.														
Intended Learning Outcomes	<p>On completion of this subject, students are expected to be able to:</p> <ol style="list-style-type: none"> a. understand the complexities of the development of digital technologies and their regulation; b. comprehend the characteristics of social and cultural embeddings of digital technologies; c. identify some of the linkages between the introduction of digital technologies and social development; d. comment critically on the usages and framing of digital technologies. 														
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Digital technologies and social development <ol style="list-style-type: none"> a. The introduction of new technologies in development contexts b. Digital technologies and the aims of social development c. Cultural and social embeddings of digital technologies d. Developmental expectations and measurements for the deployment of digital technologies 														

	<p>2. Digital technologies and political development</p> <ol style="list-style-type: none"> e-Government and channels of communication for citizens The notion of 'Leapfrogging' and 'Digital Divide' Digital technologies and the development of a civil society Digital development from below: Empowering 'common' people <p>3. Case Studies</p> <ol style="list-style-type: none"> Case Study I: NGOs and digital campaigns Case Study II: Migrants and the importance of mobile communications Case Study III: Citizen self-help through the Internet <p>4. New technologies and the emergence of new social problems</p>																																		
<p>Teaching/Learning Methodology</p>	<p>Teaching will be comprised of interactive seminars and guided self-study projects. Audio and video materials will be used to engage students' interest in the subject. ICT resources (blogs, websites, forum discussions) will be employed to facilitate a richer learning experience. Students are expected to study assigned materials before attending the seminars, and to actively participate and provide input during the sessions.</p>																																		
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="472 848 1452 1279"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Project presentation</td> <td>30 %</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>2. Written paper</td> <td>50 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Attendance & participation</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="4"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>In the Project presentation, students will have to demonstrate their understanding of the cultural and social embedding of digital technologies by applying their understanding to a specific case study of technology-driven social development.</p> <p>In the written paper, each individual student will have to engage more deeply with the topic from the Project presentation by discussing some of the theoretical implications of the case study in the context of theories about the relationship between technology and development.</p> <p>During the weekly sessions students are expected to participate in discussions and to demonstrate their knowledge and understanding of assigned reading materials.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				a	b	c	d	1. Project presentation	30 %	√	√	√		2. Written paper	50 %	√	√	√	√	3. Attendance & participation	20%	√	√	√	√	Total	100 %				
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	Other student study effort:	
	▪ Weekly preparation	20 Hrs.
	▪ Presentation preparation	15 Hrs.
	▪ Self-Study Projects	44 Hrs.
	Total student study effort	115 Hrs.
Medium of Instruction	English	
Medium of Assessment	English	
Reading List and References	<p><u>List of Extensive Readings:</u></p> <p>Cartier, C., Castells, M., & Qiu, J. L. (2005). 'The Information Have-Less: Inequality, Mobility, and Trans-local Networks in Chinese Cities.' <i>Studies in Comparative International Development (SCID)</i>, 40(2), 9-34.</p> <p>Castells, M. (1999). 'Information Technology, Globalization and Social Development.' <i>UNRISD Discussion Paper No. 114</i>. New York: United Nations Research Institute for Social Development.</p> <p>Chong, A. (Ed.). (2011). <i>Development Connections: Unveiling the Impact of New Information Technologies</i>. New York: Palgrave.</p> <p>Chu, Wai-chi Rodney (et.al.) (Eds.). (2012). <i>Mobile Communication and Greater China</i>. London: Routledge.</p> <p>Chu, Wai-chi Rodney (2008). 'The Dynamics of Cyber China: The Characteristics of Chinese ICT Use.' <i>Knowledge, Technology, and Policy</i>, 21(1), 29-35.</p> <p>Herold, D. K. & Marolt, P. (Eds.). (2011). <i>Online Society in China: Creating, celebrating, and instrumentalising the online carnival</i>. London and New York: Routledge.</p> <p>Law, Pui-lam (Ed.) (2012). <i>New Connectivities in China: Virtual, Actual and Local Interactions</i>. New York: Springer.</p> <p>Meng, B. (2011). 'From Steamed Bun to Grass Mud Horse: E Gao as alternative political discourse on the Chinese Internet.' <i>Global Media and Communication</i>, 7(1), 33-51. doi: 10.1177/1742766510397938</p> <p>Peet, R. & Hartwick, E. (2009). <i>Theories of Development: Contentions, Arguments, Alternatives</i>. New York: The Guilford Press.</p> <p>Peng, Yinni and Choi, Y.P. Susanne (2013). 'Mobile Phone Use among Migrant Factory Workers in South China: Technologies of Power and Resistance'. <i>China Quarterly</i>, 25 (3), 553-571.</p>	

	Rosen, S. (2010). 'Is the Internet a Positive Force in the Development of Civil Society, a Public Sphere, and Democratization in China?' <i>International Journal of Communication</i> , 4, 509-516.
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	Yang, Guobin (2009). <i>The Power of Internet in China: Citizen Activism online</i> . New York: Columbia University Press.
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