

GG3077A Information and Communication Technologies for Development (ICT4D)

Course Leader:	Professor Tim Unwin
Value:	0.5 course unit
Status:	Option
Availability:	Usually taught in the Spring Term
Aims:	<p>This is an advanced level course with five main aims:</p> <ul style="list-style-type: none">• To provide students with an <i>understanding</i> of the main issues associated with the use of Information and Communications Technologies for Development (ICT4D);• To give students the opportunity to gain some of the <i>technical skills</i> of relevance to the implementation of ICT4D programmes (e.g. web-site development, group work, distance-based learning methods);• To introduce them to <i>practical</i> aspects of the delivery of ICT4D programmes through the use of external practitioner seminars and workshops;• To encourage them to <i>think critically</i> about the interface between technology and development through a geographical lens; and• To provide them with skills and understanding relevant to future <i>careers</i> in the field of ICT4D, both through research and in practice.
Prerequisites:	There are no formal pre-requisites, although students should have some understanding of development issues, and an affinity with the use of Information and Communication Technologies (ICTs). These can be gained through course done in the Geography Department in years one (e.g. GG1004) and two (e.g. GG2071A), as well as the College's Information Technology courses.
Teaching (formal contact hours):	15 hours of lectures (including visiting speaker seminars); 10 hours of tutorials, seminars, presentations and practical work.
Learning methods:	<p>The course is designed to provide students with a diversity of formal and informal learning opportunities:</p> <p><i>Lectures</i> provide an overview of course content, a framework for learning, an opportunity to be enthused by the subject matter, and an opportunity for clarification on issues that may not have been understood.</p> <p><i>Tutorials</i> provide opportunities for in-depth discussion on specific topics, and particularly for insight into essay writing techniques</p> <p><i>Visiting speaker presentations</i> provide an opportunity to learn from leading practitioners in the field, and to gain insights into career prospects</p> <p><i>Presentations</i> provide experience at group work and oral delivery</p> <p><i>Practicals</i> provide experience at hands-on ICT-based work, focusing particularly on web-design</p> <p><i>Seminars</i> provide an opportunity for group-based learning, for oral discussion, and for debate.</p> <p><i>On-line learning:</i> students will be able to interact and share information with each other through a virtual learning environment</p> <p><i>Reading:</i> in addition to the formal contact hours, students are expected to gain information from books, journals and on-line resources through which they will develop their understanding of subject matter.</p> <p>Overall, students should be expected to devote approximately 150 hours of work to this course.</p>
Assessment:	<p>Formative assessment will include:</p> <ul style="list-style-type: none">• One (2000 word) essay from a choice of six to be submitted and marked electronically• Tutorial discussions and feedback <p>Summative assessment consists of:</p>

- a 2-hour examination (70%): two essay questions from a choice of six (marked by examiners);
- one formal coursework assessment (30%) consisting of three elements, on each of which formative feedback will also be given (more details attached at Annex A):
 - a group web-page (assessed by examiners) (10%)
 - an oral presentation (assessed by examiner, but also with formative peer group assessment) (10%)
 - an annotated bibliography (assessed by examiners) (10%)

Content and Delivery: A course outline is attached. The main content topics covered include: ICT4D theoretical context; development agendas; technologies; education; health; rural development; e-governance; and ICT and place. The delivery has been outlined under teaching and learning methods above. The course will provide knowledge and understanding relating to the QAA Geography Benchmarking Statement for Geography particularly as follows:

(3.2) *environments and landscapes* will be particularly addressed through content on 'development' and rural development (weeks 2 and 6)

(3.3 and 3.6) *spatial variation and scale* are addressed throughout, through the use of ICT in 'overcoming' distance, and through discussion of constraints that limit this bridging of the digital divide

(3.4) *place* is addressed explicitly in week 9

(3.7 and 3.8) issues of *change* and *difference* are central to the course, being addressed primarily through the ways in which differences can be reduced or increased depending on social, political and economic interests.

(3.10) the course explicitly addresses *representation* of the world through the innovative ways in which ICT can be used to deliver such 'earth-writing', paying particular attention to web-representations and GIS.

(3.11) *analysis, interpretation* and *critical understanding* are encouraged through the diversity of learning methods used.

Learning Outcomes: By the end of the course, students should (i) have an *understanding* of the main issues associated with the use of Information and Communications Technologies for Development (ICT4D); (ii) have gained some of the *technical skills* of relevance to the implementation of ICT4D programmes); (iii) be cognisant of some of the *practical* aspects of the delivery of ICT4D programmes; (iv) have detailed case study knowledge of examples of the use of ICT for development; and (v) be able to *think critically* about the interface between technology and development through a geographical lens.

Skills Training: The diversity of learning methods and the course content provide students with a wealth of intellectual skills (4.4), discipline specific skills (4.5), key skills (4.6) and personal and social skills (4.7) as outlined in the QAA Benchmarking Statement for Geography. The following are particularly addressed:

(4.4) analysing and problem-solving; critically judging and evaluating evidence; developing a reasoned argument

(4.5) combining and interpreting different types of evidence; moral and ethical issues

(4.6) written communication; verbal presentation; information technology; working in groups

(4.7) motivation; intellectual integrity; self-management; lifelong learning; creativity