Micro collaboration design

Curriculum framework

Sessions. 1,5   Synchronous 0,5 pre and post guided activities

Table

Stimulus	Activity	Takeaway (product)	Resources and subsequent weeks flipped activity.	Skills promoted (choose a framework s) Plus digital comps	Lo
S1. What's it all about and how to be assessed?	Presentation Start a portfolio ..or curation space for all resources and takeaways. Choose a space for the course.	Report on how it felt. Complete a DQ self assessment https://www.dqtest.org/ or EU digicomp.. wheel https://digital-competence.eu/dc/	Live without technology/ research post digital for seminar week 2. Research notion of technology	Students self select the correct competence for this activity from DQ knowledge/ skills / attitudes. https://www.dqinstitute.org/global-standards/ The Digital Competence Wheel	1/ 2
S2.Research ing the post digital to answer the question…W hat is post digital? -	Q and A on PD . What have you	Video of answers to questions.	designed to disappear Stories… •Networked Publics: Dana Boyd (2011) https://www.danah.org/papers/2010/SNSasNetworkedPublics.pdf	Students self select the correct competence for this activity from DQ knowledge/ skills / attitudes. https://www.dqinstitute.org/global-standards/	1

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| existing discussions What is technology / Notion of digital environments and networked publics. 1. Video you tube on post digital definitions what it means to you 2. Video about | discovered ? What do you think about it? How has it informed your thinking? | | •Semiotic Domains: James Paul Gee (2003) https://mason.gmu.edu/~lsmithg/jamespaulgee2print.html •Qualities of digital environments Murray (1998) https://asukane.wordpress.com/2014/06/14/4essential-elements-digital-environments/ Participatory Culture - Jenkins https://www.macfound.org/media/article_pdfs/jenkins_white_paper.pdf | https://digital-competence.eu/dc/ | |

the cours e Videos on the ed obs web site					
S3. What is a data footprint? Example	Digital idiolect mapping using White and Le Cornu. Mapping the visible and invisible. The concept of mundane data (Pink). Classify where most of their digital activity was located re	Create a data map to presentation and explain it to others . https://kumu.io/ Or any other format.	Pink, S., Sumartojo, S., Lupton, D., & Heyes La Bond, C. (2017). Mundane data: The routines, contingencies and accomplishments of digital living. *Big Data & Society*. https://doi.org/10.1177%2F2053951717700924. Rettberg, J. W. (2020). Situated data analysis: a new method for analysing encoded power relationships in social media platforms and apps. *Humanities and Social Sciences Communications*, 7(5). https://doi.org/10.1057/s41599-020-0495-3. White , D. S. and Le Cornu, A. (2011) Visitors and Residents: A new typology for online engagement. *First Monday,* Volume 16, Number 9 – 5 September 2011 http://firstmonday.org/ojs/index.php/fm/article/view/3171/3049	Students self select the correct competence for this activity from DQ knowledge/ skills / attitudes. https://www.dqinstitute.org/global-standards/ https://digital-competence.eu/dc/	1

	DQ competencies. Consider the intricacies of data generation. Algorithms can you spot any? examples?		Zuboff, S. (2019). 'We Make Them Dance': Surveillance Capitalism, the Rise of Instrumentarian Power, and the Threat to Human Rights. In R. F. Jørgensen, R.F., *Human rights in the age of platforms* (pp. 3-53). Cambridge, MA and London, UK: MIT Press. Research and suggest a review method for (s4)		
S4. We can show one our own be aware of copyrights and personal data privacy / issues. Cookies and signing	Present and review in networked publics.	Publish in networked publics and write a critical overview of their data map/	Digital format of your choice. Adobe Spark Kumu.io Gdocs You tube Podcast	Students self select the correct competence for this activity from DQ knowledge/ skills / attitudes. https://www.dqinstitute.org/global-standards/ https://digital-competence.eu/dc/	1/ 3

away your data rights				Focus. (Be aware of copyrights and personal data privacy)	
S4b. Create a digital artefact and critically reflect on the process	Create a 'how to' video on a topic of your choice and post in networked publics. Give and receive feedback from 5 peers .	How to video on you tube or Vimeo or tik tok etc.	Consider digital safety and IT Report and review product and retrospective on process.	Students self select the correct competence for this activity from DQ knowledge/ skills / attitudes. https://www.dqinstitute.org/global-standards/ https://digital-competence.eu/dc/ Focus. (Be aware of copyrights and personal data privacy)	
S5. Produce and present a resource related to any defined post digital	Form groups and ideate areas to investigate	Create a group agile work plan.User stories	www.trello.com https://www.dqinstitute.org/global-standards/	Students self select the correct competence for this activity from DQ knowledge/ skills / attitudes. https://www.dqinstitute.org/global-standards/	2/3

context in any suitable medium for a defined group or audience . **Critically review an area of digital activity within your own context and develop a resource to inform others (particular groups) about how to either manage their data within that domain or engage in post digital activism**	. Define audience Recount their own actual practises. Use SDG, OECD, Rights Frameworks. Contexts: household, neighbourhood, city, region, country, continent. Groups: age, ethnicity, deprivation, citizen status.	and tasks and actions Plan of how and what they will do as a group. Trello	https://www.equalityhumanrights.com/sites/default/files/measurement-framework-interactive_pdf.pdf Ada Lovelace Institute (2020). The data will see you now. https://www.adalovelaceinstitute.org/project/boundaries-of-health-data/. Dencik, L., Jansen, F., & Metcalfe, P. (2018). A Conceptual Framework for Approaching Social Justice in an Age of Datafication. https://datajusticeproject.net/2018/08/30/a-conceptual-framework-for-approaching-social-justice-in-an-age-of-datafication/. Hayes, S., Connor, S., Johnson, M., & Jopling, M. (2021). Connecting Cross-sector Community Voices: Data, Disadvantage, and Postdigital Inclusion. *Postdigital Science and Education*, 1-10.https://link.springer.com/content/pdf/10.1007/s42438-021-00251-7.pdf Hayes, S., Connor, S., Johnson, M. and Jopling, M. (forthcoming, 2022). Human Data Interaction, Disadvantage and Skills in the Community: Enabling	https://digital-competence.eu/dc/	

within that domain. Examples . Sport tracking stuff Health insurance fitbit and apple watch purchase Rights frameworks			[Cross-Sector Environments For Postdigital Inclusion.](url) Springer (EPSRC funded)		
S6. Digital poverty/exclusion	Lecturer input followed by discussion and review of plans	Review and iterate plan.	https://www.cam.ac.uk/stories/digitaldivide	Students self select the correct competence for this activity from DQ knowledge/ skills / attitudes. https://www.dqinstitute.org/global-standards/ https://joint-research-centre.ec.europa.eu/digcomp/digital-competence-framework_en	2/3

S 7 Data ownership	Lecturer input followed by discussion and review of plans	Sprint review Demonstrate progress so far	https://hdi-network.org/ https://wip.mitpress.mit.edu/pub/pnxgvubq/release/2	Students self select the correct competence for this activity from DQ knowledge/ skills / attitudes. https://www.dqinstitute.org/global-standards/ https://joint-research-centre.ec.europa.eu/digcomp/digital-competence-framework_en	2/3
S8 Mapping supply chains Tracing back digital activity to the economy	Lecturer input followed by discussion and review of plans	Sprint review Demonstrate progress so far	https://wip.mitpress.mit.edu/pub/pnxgvubq/release/2 Pink, S. (2019). Digital Social Futures Research. *Journal of Digital Social Research*, *1*(1), 45-48. https://doi.org/10.33621/jdsr.v1i1.13	Students self select the correct competence for this activity from DQ knowledge/ skills / attitudes. https://www.dqinstitute.org/global-standards/ https://joint-research-centre.ec.europa.eu/digcomp/digital-competence-framework_en	2/3
S9	Present and peer review of	Publish in networked publics and write a critical	See session 2.	Students self select the correct competence for this activity from DQ knowledge/ skills / attitudes.	2/3

	projects/ tutorials	overview of their resource to inform others (particular groups) about how to either manage their data within that domain or engage in post digital activism within that domain.		https://www.dqinstitute.org/global-standards/ https://joint-research-centre.ec.europa.eu/digcomp/digital-competence-framework_en	
S. 10 ASS 2	Final publication of topics and review after iteration. Retrospective of group work and of the course	Retrospective artefacts	https://agilestrides.com/blog/40-ideas-to-spice-up-your-retrospective/ https://www.funretrospectives.com/page/2/ https://retromat.org/en/?id=143-128-95-39-53	**Peer and self-rating of team members:** Students peer and self-rate on criteria related to citizenship. Their ratings are used to adjust the final grade for each student, using an autorating system. See: Team Member Evaluation form (Oakley, Felder, Brent, & Elhajj, 2004, p. 29-30). **A system for anonymous and repeated peer rating:**	2/3

				Students peer rate each other anonymously at a number of points throughout the course. They can see their own ratings and the aggregate ratings, but only the aggregate ratings are used to foster discussion about team functionality. See: Team Effectiveness Feedback form and a Formal Team Assessment form (Hillier & Dunn-Jensen, 2012)	
				Worksheets guide students to put their expectations of each other in writing, and to revisit team functioning part way through the course. See: Evaluation of Progress Toward Effective Team Functioning form (Oakley et al., 2004, p. 28).	
				Worksheet with prompting questions to discuss team roles, responsibilities, and expectations. Hillier & Dunn-Jensen (2012, p. 722) suggest wording for a Team	

| | | | | Charter worksheet, to help students discuss team expectations and functioning.

Global competencies

https://www.worldsavvy.org/our-approach/global-competence/

Competencies for problem solving

https://states-of-change.org/assets/downloads/05.2018-Competency-Framework-1.pdf | |

Session Plan List

Session: 1
Stimulus

▸ What's it all about and how to be assessed?

Activity

▸ Presentation
▸ Start a portfolio ..or curation space for all resources and takeaways.
▸ Choose a space for the course

Takeaway (product)

▸ Report on how it felt.
▸ Complete a DQ self assessment
▸ https://www.dqtest.org/
▸ or EU digicomp wheel https://digital-competence.eu/dc/

Resources and subsequent weeks flipped activity.

▸ Live without technology/ research post digital for seminar week 2.
▸ Research notion of technology

Skills promoted + digital competencies

▸ Students self select the correct competence for this activity from DQ knowledge/ skills / attitudes. https://www.dqinstitute.org/global-standards/
▸ The Digital Competence Wheel

Session: 2
Stimulus

▸ Researching the post digital to answer the question...What is post digital? - existing discussions

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- ‣ What is technology / Notion of digital environments and networked publics.
- ‣ 1.   Video you tube on post digital definitions what it means to you
- ‣ 2.   Video about the course
- ‣ Videos on the ed obs web site

Activity

- ‣ Q and A on PD
- ‣ What have you discovered?
- ‣ What do you think about it?
- ‣ How has it informed your thinking?

Takeaway (product)

- ‣ Video of answers to questions

Resources and subsequent weeks flipped activity.

- ‣ designed to disappear
- ‣ Stories…
- ‣ Networked Publics:
  - o Dana Boyd (2011) https://www.danah.org/papers/2010/SNSasNetworkedPublics.pdf
- ‣ Semiotic Domains:
  - o James Paul Gee (2003) https://mason.gmu.edu/~lsmithg/jamespaulgee2print.html
- ‣ Qualities of digital environments
  - o Murray (1998) https://asukane.wordpress.com/2014/06/14/4essential-elements-digital-environments/
- ‣ Participatory Culture
  - o Jenkins https://www.macfound.org/media/article_pdfs/jenkins_white_paper.pdf

Skills promoted + digital competencies

- ‣ Students self select the correct competence for this activity from DQ knowledge/ skills / attitudes. https://www.dqinstitute.org/global-standards/
- ‣ https://digital-competence.eu/dc/

Session: 3

Stimulus

- ‣ What is a data footprint?
- ‣ Example

Activity

- ‣ Digital idiolect mapping using White and Le Cornu. Mapping the visible and invisible. The concept of mundane data (Pink).
- ‣ Classify where most of their digital activity was located re DQ competencies.
- ‣ Consider the intricacies of data generation.
- ‣ Algorithms can you spot any? examples?

Takeaway (product)

- ‣ Create a data map
- ‣ to presentation and explain it   to others
- ‣ https://kumu.io/
- ‣ Or any other format.

Resources and subsequent weeks flipped activity.

- ‣ Pink, S., Sumartojo, S., Lupton, D., & Heyes La Bond, C. (2017). Mundane data: The routines, contingencies and accomplishments of digital living. Big Data & Society. https://doi.org/10.1177%2F2053951717700924.
- ‣ Rettberg, J. W. (2020). Situated data analysis: a new method for analysing encoded power relationships in social media platforms and apps. Humanities and Social Sciences Communications, 7(5). https://doi.org/10.1057/s41599-020-0495-3.
- ‣ White , D. S. and Le Cornu, A. (2011) Visitors and Residents: A new typology for online engagement. First Monday, Volume 16, Number 9 – 5 September 2011 http://firstmonday.org/ojs/index.php/fm/article/view/3171/3049
- ‣ Zuboff, S. (2019). 'We Make Them Dance': Surveillance Capitalism, the Rise of Instrumentarian Power, and the Threat to Human Rights. In R. F. Jørgensen, R.F., Human rights in the age of platforms (pp. 3-53). Cambridge, MA and London, UK: MIT Press.
- ‣ Research and suggest a review method for

Skills promoted + digital competencies

- ‣ Students self select the correct competence for this activity from DQ knowledge/ skills / attitudes. https://www.dqinstitute.org/global-standards/
- ‣ https://digital-competence.eu/dc/

Session: 4

Stimulus

- ‣ We can show one our own
- ‣ be aware of copyrights and personal data privacy / issues.
- ‣ Cookies and signing away your data rights

Activity

- ‣ Present and review in networked publics

Takeaway (product)

- ‣ Publish in networked publics and write a critical overview of their data map

Resources and subsequent weeks flipped activity.

- ‣ Digital format of your choice.
  - o Adobe Spark
  - o Kumu.io
  - o Gdocs
  - o You tube
  - o Podcast

Skills promoted + digital competencies

- ‣ Students self select the correct competence for this activity from DQ knowledge/ skills / attitudes. https://www.dqinstitute.org/global-standards/
- ‣ https://digital-competence.eu/dc/
- ‣ Focus. (Be aware of copyrights and personal data privacy)

Session: 4a
Stimulus

- ‣ Create a digital artefact and critically reflect on the process

Activity

- ‣ Create a 'how to' video on a topic of your choice and post in networked publics.
- ‣ Give and receive feedback from 5 peers

Takeaway (product)

- ‣ How to video on YouTube or Vimeo or TikTok etc.

Resources and subsequent weeks flipped activity.

- ‣ Consider digital safety and IT
- ‣ Report and review product and retrospective on process

Skills promoted + digital competencies

- ‣ Students self select the correct competence for this activity from DQ knowledge/ skills / attitudes.
  https://www.dqinstitute.org/global-standards/
- ‣ https://digital-competence.eu/dc/
- ‣ Focus. (Be aware of copyrights and personal data privacy)

Session: 5
Stimulus

- ‣ Produce and present a resource related to any defined post digital context in any suitable medium for a defined group or audience .
- ‣ Critically review an area of digital activity within your own context and develop a resource to inform others (particular groups) about how to either manage their data within that domain or engage in post digital activism within that domain.

- Examples:
    - o Sport tracking stuff
    - o Health insurance fitbit and apple watch purchase
    - o Rights frameworks

Activity

- Form groups and ideate areas to investigate. Define audience
- Recount their own actual practises.
- Use SDG, OECD, Rights Frameworks. Contexts: household, neighbourhood, city, region, country, continent. Groups: age, ethnicity, deprivation, citizen status.

Takeaway (product)

- Create a group agile work plan. User stories and tasks and actions
- Plan of how and what they will do as a group.
- Trello

Resources and subsequent weeks flipped activity.

- www.trello.com
- https://www.dqinstitute.org/global-standards/
- https://www.equalityhumanrights.com/sites/default/files/measurement-framework-interactive_pdf.pdf
- Ada Lovelace Institute (2020). The data will see you now. https://www.adalovelaceinstitute.org/project/boundaries-of-health-data/.
- Dencik, L., Jansen, F., & Metcalfe, P. (2018). A Conceptual Framework for Approaching Social Justice in an Age of Datafication. https://datajusticeproject.net/2018/08/30/a-conceptual-framework-for-approaching-social-justice-in-an-age-of-datafication/.
- Hayes, S., Connor, S., Johnson, M., & Jopling, M. (2021). Connecting Cross-sector Community Voices: Data, Disadvantage, and Postdigital Inclusion. Postdigital Science and Education, 1-10.https://link.springer.com/content/pdf/10.1007/s42438-021-00251-7.pdf
- Hayes, S., Connor, S., Johnson, M. and Jopling, M. (forthcoming, 2022). Human Data Interaction, Disadvantage and Skills in the Community: Enabling Cross-Sector Environments For Postdigital Inclusion. Springer (EPSRC funded)

Skills promoted + digital competencies

- ‣ Students self select the correct competence for this activity from DQ knowledge/ skills / attitudes. https://www.dqinstitute.org/global-standards/
- ‣ https://digital-competence.eu/dc/

Session: 6
Stimulus

- ‣ Digital poverty/exclusion

Activity

- ‣ Lecturer input
- ‣ followed by discussion and review of plans

Takeaway (product)

- ‣ Review and iterate plan

Resources and subsequent weeks flipped activity.

- ‣ https://www.cam.ac.uk/stories/digitaldivide

Skills promoted + digital competencies

- ‣ Students self select the correct competence for this activity from DQ knowledge/ skills / attitudes. https://www.dqinstitute.org/global-standards/
- ‣ https://joint-research-centre.ec.europa.eu/digcomp/digital-competence-framework_en

Session: 7
Stimulus

- ‣ Data ownership

Activity

- ‣ Lecturer input
- ‣ followed by discussion and review of plans

Takeaway (product)

- ‣ Sprint review
- ‣ Demonstrate progress so far

Resources and subsequent weeks flipped activity.

- ‣ https://hdi-network.org/
- ‣ https://wip.mitpress.mit.edu/pub/pnxgvubq/release/2

Skills promoted + digital competencies

- ‣ Students self select the correct competence for this activity from DQ knowledge/ skills / attitudes. https://www.dqinstitute.org/global-standards/
- ‣ https://joint-research-centre.ec.europa.eu/digcomp/digital-competence-framework_en

Session: 8
Stimulus

- ‣ Mapping supply chains
- ‣ Tracing back digital activity to the economy

Activity

- ‣ Lecturer input
- ‣ followed by discussion and review of plans

Takeaway (product)

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‣ Sprint review
‣ Demonstrate progress so far

Resources and subsequent weeks flipped activity.

‣ https://wip.mitpress.mit.edu/pub/pnxgvubq/release/2
‣ Pink, S. (2019). Digital Social Futures Research. Journal of Digital Social Research, 1(1), 45-48. https://doi.org/10.33621/jdsr.v1i1.13

Skills promoted + digital competencies

‣ Students self select the correct competence for this activity from DQ knowledge/ skills / attitudes. https://www.dqinstitute.org/global-standards/
‣ https://joint-research-centre.ec.europa.eu/digcomp/digital-competence-framework_en

Session: 9
Stimulus

‣

Activity

‣ Present and peer review of projects/ tutorials

Takeaway (product)

‣ Publish in networked publics and write a critical overview of their resource to inform others (particular groups) about how to either manage their data within that domain or engage in post digital activism within that domain.

Resources and subsequent weeks flipped activity.

‣ See session 2.

Skills promoted + digital competencies

‣ Students self select the correct competence for this activity from DQ knowledge/ skills / attitudes. https://www.dqinstitute.org/global-standards/

‣ https://joint-research-centre.ec.europa.eu/digcomp/digital-competence-framework_en

Session: 10
Stimulus

‣ Assessment 2

Activity

‣ Final publication of topics and review after iteration.
‣ Retrospective of group work and of the course

Takeaway (product)

‣ Retrospective artefacts

Resources and subsequent weeks flipped activity.

‣ https://agilestrides.com/blog/40-ideas-to-spice-up-your-retrospective/
‣ https://www.funretrospectives.com/page/2/
‣ https://retromat.org/en/?id=143-128-95-39-53

Skills promoted + digital competencies

‣ Peer and self-rating of team members: Students peer and self-rate on criteria related to citizenship. Their ratings are used to adjust the final grade for each student, using an autorating system.
‣ See: Team Member Evaluation form (Oakley, Felder, Brent, & Elhajj, 2004, p. 29-30).
‣ A system for anonymous and repeated peer rating: Students peer rate each other anonymously at a number of points throughout the course. They can see their own ratings and the aggregate ratings, but only the aggregate ratings are used to foster discussion about team functionality.
‣ See: Team Effectiveness Feedback form and a Formal Team Assessment form (Hillier & Dunn-Jensen, 2012)
‣ Worksheets guide students to put their expectations of each other in writing, and to revisit team functioning part way through the course. See: Evaluation of Progress Toward Effective Team Functioning form (Oakley et al., 2004, p. 28).

- Worksheet with prompting questions to discuss team roles, responsibilities, and expectations. Hillier & Dunn-Jensen (2012, p. 722) suggest wording for a Team Charter worksheet, to help students discuss team expectations and functioning.
- Global competencies
  - https://www.worldsavvy.org/our-approach/global-competence/
- Competencies for problem solving
  - https://states-of-change.org/assets/downloads/05.2018-Competency-Framework-1.pdf

Use the digital competencies as a base line

Learning method> Introduction> Challenge> activity/ provocation> product increment > share and feedback. >retrospective on the process

Situationist Provocations link to an aspect of the digi comp

Communication (4 items)

Information (4 items)

Production (4 items)

Safety (4 items)