Brandeis University
The Heller School for Social Policy and Management
Sustainable International Development (SID) Graduate Program

Course:
Learning Across Borders: Collaborating on Innovative Development Solutions

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Module I - Spring 2017
Wednesdays, 9:00-11:50AM
HS352f
Room G5

University Notices:

1. If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately.

2. You are expected to be honest in all of your academic work. The University policy on academic honesty is distributed annually as section 5 of the *Rights and Responsibilities Handbook*. Instances of alleged dishonesty are subject to possible judicial action. Potential sanctions include failure in the course and suspension from the University. If you have any questions about this policy, please ask.

Academic integrity is central to the mission of educational excellence at Brandeis University. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person without proper acknowledgement of that source. This means that you must use footnotes and quotation marks to indicate the source of any phrases, sentences, paragraphs or ideas found in published volumes, on the internet, or created by another student. If you are in doubt about the instructions for any assignment in this course, you must ask for clarification.

Introduction:

Learning Across Borders (LAB) is an initiative by The Heller School at Brandeis University that involves knowledge exchange, action research, and an inter-university module course. It seeks to foster dialogue across the globe about key contemporary challenges to implementing policies, programs and projects that serve social justice development goals.

Engaged in an increasingly connected world, the LAB initiative is exploring ways to combine digital media applications and development strategies, searching for new uses of Information and Communication Technologies (ICT) to attend demands for basic education, health access, environmental conservation, and civic engagement, among other issues.

The LAB's activities involve live learning interactions between Brandeis students enrolled in the SID Program, at The Heller School, and Brazilian students and faculty from the Social Communication Department of the Graduate Program on Media and Technology at São Paulo State University (UNESP), along with their respective community networks derived from practicum activities or extension projects.

The applied methodology follows the principles of Project Based Learning (PBL), in which students can explore "real-world" problems and challenges in order to develop their knowledge and skills by investigating and responding to a complex question — such as, how can a community use collaborative maps online to prevent environmental damage or take better advantage of fast changing commodity prices?

This pedagogical approach offers suggested readings, participatory discussions, and hands-on experimentation with entrepreneurship techniques for project modeling and management, plus a handbook of procedures for the use of a multimedia toolkit by the students and by the members of the communities engaged in the projects. It therefore harnesses the power of media technology for development purposes.

Course Description:

The Learning Across Borders module course will be offered during seven weeks, in the Spring semester of the US academic calendar, between the months of March and April, to both Brandeis and UNESP students, following a PBL methodology combining local and virtual activities, conducted with an intense and permanent participation of students, faculty and external partners.

The collaborative use of multimedia tools and online platforms represents an essential part of these interactions, not only as components of a virtual learning environment that allows the remote meetings, but also as a means to test and experiment with a variety of software and devices that are potentially applied in projects designed by the group.

A preliminary set of content and documentation related to the LAB course, including suggested readings, basic requirements, resources for practical training, and expected outcomes, can be found in our Digital Media for Community Development website, previously used for a SID Proseminar, and available here. The LAB Course also has its own website, at www.labcourse.org.

Specific Goals:

The main academic goals related to the Learning Across Borders (LAB) initiative includes the development of a permanent space for knowledge exchanging among students and faculty from universities located in different countries, promoting, thus, the sharing of ideas and

experiences regarding contemporary approaches to solve global challenges in a world where digital media and network communications already play a critical role.

By carrying out virtual courses, student and faculty exchanges, and mentoring for design and implementation of media projects, the LAB also seeks to provide communities with a specific set of solutions for advocacy and storytelling, combining multiple uses of apps, blogs, websites, maps, infographics, podcasts, and video channels, as a toolkit to be licensed and offered without charge to NGOs, international organizations, public schools, healthcare centers, and other non-profit stakeholders who could apply these resources in daily activities.

Finally, by reaching this goal through the combination of learning activities and action research, the LAB may also provide an indirect contribution for the enhancement of the methodologies currently applied to international project based learning initiatives, finding new ways to engage students and faculty in a meaningful knowledge exchange, useful not only to foster knowledge itself, but actually making (even) a (small) difference in the world.

Academic Exchange:

Academic exchange regarding the current LAB agenda has occured since 2014, with annual visits of Dr. Joan Dassin, Director of the SID Program at the Heller School, to UNESP, in São Paulo, Brazil, as well as visits of Dr. Francisco Belda, former Coordinator of the Journalism Program and currently Vice-coordinator of the Graduate Program on Media and Technology at UNESP, to the Heller School.

As part of the exchange initiative, in May 2015, Dr. Dassin lectured about International Education Policies for UNESP students from the Graduate Program on Media and Technology, in Bauru, São Paulo, Brazil; previously, in October 2014 and in September 2015, Dr. Belda taught a proseminar on Digital Media for Community Development to SID students, at Brandeis University, in Waltham, Massachusetts. The Learning Across Borders was also co-offered by Professors Dassin and Belda as a module course in Spring 2016.

Further exchanges, including students and other faculty, are proposed in a cooperation agreement to be signed by the two institutions.

Expected outcomes:

LAB's expected outcomes involve a set of activities aiming to design, plan and perform action research on innovative and effective use of new media tools as a contribution for reaching development goals, considering how Information and Communication Technology (ICT) can be applied to foster the development of a society, a community or a group of people in need.

This effort will be pursued through a wide range practical experiments conducted by students and faculty from Brandeis and UNESP, by documenting cases and experimenting with new strategies to enhance access to education, health, public transportation, income generation, and other basic rights in communities where their outreach projects are being conducted.

The action research activity is also closely connected to the PBL methodology adopted in the module course. This connection ensures that some of the main outcomes from the learning process and the discussions held during the classes are harnessed to solve "real-world" problems through the use of ICT and other digital resources in such a way as to enable and empower communities with simple and effective communication tools.

Course methods:

The LAB course proposes, at first, a series of presentations and discussions regarding the relationship between technology, communication and development, considering the trends and challenges involving international access to ICT and the usage of digital media to fulfill community needs and broader development goals in different countries and regions.

Further activities of the LAB course will be based on group work. Students will be divided into five teams, each of which will receive the task of proposing a media solution (such as planning and developing of a website, blog, app, video, podcast etc.) to achieve a specific development goal.

At the end of the course, the media solution proposed by each group must prove itself capable of amplifying, publicizing or promoting actions and development programs associated with one of five thematic areas: (1) education; (2) health and nutrition; (3) environmental conservation; (4) income generation; and (5) civic activism.

In order to develop these activities, the course methods involve the following procedures:

- Readings, which provide useful information to participate in class discussions and to better understand the case studies (see *required and recommended readings*);

- Short lectures and discussion on the impact and application of ICT and digital media in community empowerment and development;

- Presentation and discussion of selected international case studies, using videos, stories and testimonies of people involved;

- Group work involving practical application of multimedia resources in development projects, including recording, editing, and publishing techniques to be explored with an affordable set of digital media apps and devices (see *Note 1*, below);

- Final project (group work), to be concluded at the end of the course, on the use of digital media to address a concrete problem in development (see *Note 2*, below)

Note 1: To take a better advantage of the practical application activities, participants must use their own portable computing devices, such as laptops and mobile phones, with their respective connecting cables. Many of the resources involved are accessible, affordable, or even free, and most can be installed as applications on laptops, smartphones, and tablets. Students can find a preliminary list of these resources, with its respective links, at the end of

this syllabus (see list of resources). A questionnaire will be distributed in advance of the course addressing their previous experience with these digital media tools.

Note 2: Participants will be required to submit, as a final paper, a draft project resulting from their group work, proposing an ingenious and creative way to use digital media to help people solve a concrete problem related to development. It can possibly be inspired by one of the case studies included in the syllabus, or, even better, it can be designed from the participants' own professional background and life experiences, combining previous skills and knowledge with the practical inputs obtained in the course. The project will consist of:

1. <u>Introduction</u>, describing the problem addressed and its social context;
2. <u>Hypothesis</u>, considering how a creative use of digital media could possibly help;
3. <u>Materials and Methods</u>, indicating a specific set of tools and platforms that would be used, and what skills, techniques, processes and resources are required for their operation;
4. <u>Deployment Plan</u>, suggesting how different groups of people, and their leaders in their respective communities, would take part in the effective distribution of these resources, and what would be, in general, the main costs involved;
5. <u>Prototype</u>, as a *beta* version of a website, blog, app, video, podcast or other media resources designed to demonstrate, briefly, how that solution would actually work;
6. <u>Expected Results</u>, trying to foresee the project's impacts and explaining how the expected social benefits could be measured.

The draft must have a title and can be formatted as a regular text document, with no less than five pages and no more than seven. Authors are invited to use figures, photographs, tables, links, and other editing resources to better illustrate the ideas presented. References and citations must be identified, in accordance to academic standards.

Course requirements

- Preparation of all readings
- Attendance at all sessions
- Engaged participation in discussions, practices, and group work
- Timely submission/presentation of assignments
- Submission of the final paper (Project draft)

Grading

Participant's grades will be calculated as follows:

- Participation in class discussion and group work (30%)
- Final paper: small group project, including beta version of a media solution (50%)

Note 3: In order to receive course credit, the paper must be submitted for evaluation no later than one week after the conclusion of the course.

Class Schedule and Readings:

Overall, the class schedule is organized in three different parts: *Introduction, Development, and Outcomes*.

The first class corresponds to the course's introduction. It will address the general concepts and issues related to the course theme. After that, during the development stage, one class meeting shall be dedicated to the study of specific cases and proposals for alternative solutions in each of the thematic areas related to the group work (education, health and nutrition, environmental conservation, income generation, and civic activism). The last meeting of the course corresponds to the outcomes, and will be dedicated to the presentation of the solutions devised and developed by the teams.

This schedule, as well as the readings related to each class, are detailed below:

Class#	Subject	Readings and Practices
1	**Introduction** to the course. Introduction of the participants and comments on their previous experiences with the use of digital media. **Short lecture:** Impact and application of ICT and digital media in development. (Slides available in PDF) **Discussions:** How and to what extent can new communication practices and digital media resources further the development of a community and broader society? What is the digital divide and how is it possible to overcome it?	**Readings:** Toyama, Kentaro (2010). "Can Technology End Poverty". **Boston Review.** November, 2010. UNDP (2006). **Communication for Empowerment:** developing media strategies in support of vulnerable groups - Practical Guidance Note. United Nations Development Programme (UNDP), Bureau for Development Policy, Democratic Governance Group. (Chapters 2, 3, 5)

2	**Theme 1.** Education, ICT and development: use of digital media application to address educational challenges. **Case study:** CiênciaWeb: low-cost video to improve science education in Brazilian public schools **Discussion:** How can public schools, community leaders, NGOs and other grassroots organizations use digital media to improve knowledge interchange and access to quality education?	**Readings:** UNESCO Guide to measuring ICT in Education (UIS). Available at: http://unesdoc.unesco.org/ images/0018/001865/186547e.pdf **Practice:** Devices, platforms, accessories and applications. Building a simple and affordable digital media toolkit.
3	**Theme 2.** Health and nutrition, ICT and development: use of digital media application to address challenges on the access to health services, food safety and nutrition. **Case study:** Digital health map tracks new Ebola cases in real time. Available at: http://www.bostonglobe.com/ lifestyle/health-wellness/ 2014/08/07/digital-health-map-tracks-new-cases-ebola-virus-real-time/DjPXtj8O7R81wij7dhDkIN/ story.html Digital Green: low-cost video to improve agriculture extension services **Discussion:** How can small farmers and agriculture practitioners use digital media to improve their practices and access to markets? How can people, in general, use these tools to increase awareness about nutrition facts, food safety and quality?	**Readings:** Maggie Nelsen (2014). **Leveraging ICT in Global Health and Development.** Available at: http://csisprosper.com/2014/12/22/leveraging-ict-in-global-health-and-development/ **Practice:** Using the digital media toolkit applied to community development.

4	**Theme 3.** Environmental conservation, ICT and development: use of digital media application to address challenges on deforestation, climate changes, environmental security, and conservation biology. **Case study:** InfoAmazônia: a map to track the deteriorating environment of the forest	**Readings:** Gao, H., Barbier, G., Goolsby, R. (2011). "Harnessing the Crowdsourcing Power of Social Media for Disaster Relief". IEEE Intelligent Systems. pp.10-14. **Practice:** Exploring image capture, retrieval and editing, text writing, blogging, interactive maps and multimedia storytelling platforms.
5	**Theme 4.** Income generation, ICT and development: use of digital media application to address challenges on social entrepreneurship, small business development, and access to public services in poor communities. **Case study:** *To be defined.*	**Readings:** Adera, E.O., Waema, T.M., May, J., Mascarenhas, O., and Diga, K. (2014). *ICT Pathways to Poverty Reduction*: Empirical Evidence from East and Southern Africa, Rugby, UK: Practical Action Publishing. (Chapters 1, 10) Banks, K. (2013). "Reflections on a Decade of Mobiles in Development". Stability: International Journal of Security & Development, 2 (3): 51, pp. 1-5 **Practice:** Exploring technology roadmaps, business modeling and cost planning frameworks for sustainable and evolving deployments of digital media resources

6	**Theme 5.** Civic activism, ICT and development: use of digital media application to foster civic engagement and participatory politics, and awareness of the public agenda and debate. **Case study:** (1) Mídia Ninja and Pós-TV: spreading live stories right from the streets in Brazil (2) CGNet Swara: A voice-based portal to India's tribal communities. (3) Ushahidi: use of collaborative maps in Kenya's referendum. **Discussion:** (1) What is the role of new media outlets (including radical media, civic media, community media, and citizen journalism) in the context of social change and participatory communication? (2) How can digital media be used to improve communities' relations with broader society, local governments and international agencies?	**Readings:** Zuckerman, E. (2014). "New Media, New Civics?". Policy & Internet, 6: 151–168. Zuckerman, E. (2013). "Cute Cats to the Rescue? Participatory Media and Political Expression." Chapter in Youth, New Media and Political Participation, Danielle Allen and Jennifer Light, editors. (under review, MIT Press) Kahne, J., Middaugh, E., Allen, Danielle (2014). Youth New Media, and the Rise of Participatory Politics. YPP Research Network Working Paper #1, March 2014. Peruzzo, C. M. K. (2013). "Social movements, virtual networks and alternative media in June when the giant awakened". Matrizes. v.7, n.2, Jul/Dec, 2013. São Paulo. pp.1-26. **Practice:** Exploring audio and video recordings, editing, and distribution through on demand repositories and live webcasting; the use of text, music, soundtracks and effects in post-production.
7	**Groups' presentation** of the project draft developed. Questions and answers about the projects presented. Clarification and guidance for the preparation and submission of the **final paper**. **Final discussions** and course evaluation. Closing.	**Readings:** Scolari, C. A., Aguado, J. M., Feij, C. (2012) "Mobile Media: Towards a Definition and Taxonomy of Contents and Applications". In: International Journal of Interactive Mobile Technologies. Vol. 6, nº 2. pp.:29-38. ISSN: 1865-7923. Austria. Gumucio-Dragon, A. (2003). "Take Five: A handful of essentials for ICTs in development".

Required readings:

Banks, K. (2013). "Reflections on a Decade of Mobiles in Development". **Stability: International Journal of Security & Development**, 2 (3): 51, pp. 1-5

DOI: http://dx.doi.org/10.5334/sta.cm
Available at: http://www.kiwanja.net/media/docs/kiwanja-Stability-Journal-Oct-2013.pdf

Gumucio-Dragon, A. (2003). "Take Five: A handful of essentials for ICTs in development". In: **The One to Watch:** Radio, New ICTs and Interactivity. Friedrich Ebert Foundation and Food and Agriculture Organization of the United Nations. Rome, 2003.
Available at: (HTML) http://www.fao.org/docrep/006/y4721e/y4721e05.htm#bm05
(PDF) http://orecomm.net/wp-content/uploads/2009/02/take-five-gumucio.pdf

Kahne, J., Middaugh, E., Allen, Danielle (2014). **Youth New Media, and the Rise of Participatory Politics.** YPP Research Network Working Paper #1, March 2014.
Available at:
http://ypp.dmlcentral.net/sites/default/files/publications/YPP_WorkinPapers_Paper01.pdf

Toyama, Kentaro (2010). "Can Technology End Poverty". **Boston Review.** November, 2010.
Available at: http://bostonreview.net/forum/can-technology-end-poverty

UNESCO (2009). **Guide to Measuring Information and Communication Technologies in Education.** UNESCO Institute for Statistics (UIS). Chapters 1, 2, 3.
Available at: http://unesdoc.unesco.org/images/0018/001865/186547e.pdf

Zuckerman, E. (2014). "New Media, New Civics?". **Policy & Internet**, 6: 151–168.
DOI: 10.1002/1944-2866.POI360 (Adapted from "New Media, New Civics?" a Bellwether lecture delivered December 6, 2013 at the Oxford Internet Institute, University of Oxford.)
Available at: http://onlinelibrary.wiley.com/doi/10.1002/1944-2866.POI360/abstract
(PDF pre-press version) http://ethanzuckerman.com/papers/newmedianewcivicsprepress.pdf

Recommended readings:

Adera, E.O., Waema, T.M., May, J., Mascarenhas, O., and Diga, K. (2014). **ICT Pathways to Poverty Reduction**: Empirical Evidence from East and Southern Africa, Rugby, UK: Practical Action Publishing. (Chapters 1, 10)
DOI: http://dx.doi.org/10.3362/9781780448152.
Available at: http://www.idrc.ca/EN/Resources/Publications/openebooks/539-7/index.html

AMARC; SDC; UNESCO; CFSC. (2008) **Fighting Poverty: Utilizing Community Media in a Digital Age** - Practitioners' reflections from an interactive roundtable at the World Congress on Communication for Development (WCCD). World Association of Community Radio Broadcasters; SDC, Swiss Agency for Development and Cooperation; UNESCO, United Nations Educational, Scientific and Cultural Organization; CFSC, Communications for Social Change Consortium.
Available at: http://www.amarc.org/wccd/text/WCCD_doc_hi.pdf

Gao, H., Barbier, G., Goolsby, R. (2011). "Harnessing the Crowdsourcing Power of Social Media for Disaster Relief". **IEEE Inteligent Systems**. pp.10-14.
DOI: http://doi.ieeecomputersociety.org/10.1109/MIS.2011.52

Available at:
http://www.dtic.mil/cgi-bin/GetTRDoc?
Location=U2&doc=GetTRDoc.pdf&AD=ADA581803

Peruzzo, C. M. K. (2013). "Social movements, virtual networks and alternative media in June when the giant awakened". **Matrizes**. v.7, n.2, Jul/Dec, 2013. São Paulo. pp.1-26.
Available at: http://www.revistas.usp.br/matrizes/article/viewFile/69407/71977

Mizukami, P., Reia, J., Varon, J. (2013). **Mapping Digital Media: Brazil.** Open Society Foundations, 30 October 2013.
Available at: http://www.opensocietyfoundations.org/reports/mapping-digital-media-brazil

Scolari, C. A., Aguado, J. M., Feij, C. (2012) "Mobile Media: Towards a Definition and Taxonomy of Contents and Applications". In: **International Journal of Interactive Mobile Technologies**. Vol. 6, nº 2. pp.:29-38. ISSN: 1865-7923. Austria.
DOI: http://online-journals.org/i-jim/article/view/1880

UNDP (2006). **Communication for Empowerment**: developing media strategies in support of vulnerable groups - Practical Guidance Note. United Nations Development Programme (UNDP), Bureau for Development Policy, Democratic Governance Group. (Chapters 2, 3, 5)
Available at:
http://www.communicationforsocialchange.org/pdfs/
communicationforempowermentfinal.pdf

Zuckerman, Ethan. (2013). "Cute Cats to the Rescue? Participatory Media and Political Expression." Chapter in **Youth, New Media and Political Participation**, Danielle Allen and Jennifer Light, editors. (under review, MIT Press)
Available at: http://hdl.handle.net/1721.1/78899

About the course leader:

Francisco Rolfsen Belda is a Brazilian journalist, professor and researcher, with expertise in editorial management, scientific journalism and in the use of digital media and technologies for education and local development. He holds a Bachelor's degree in Journalism from the Pontifical Catholic University of Campinas, a Masters degree in Communication Sciences from the University of São Paulo (USP) and a Ph.D. in Industrial Engineering, also from USP, with the thesis "A structural model of educational content for interactive digital television". Prof. Belda is currently an Assistant Professor at the Faculty of Architecture, Arts and Communication (FAAC), at the São Paulo State University (UNESP), where he develops teaching, management, research and community extension activities, and also collaborates as a member of the Brazilian Institute for the Developing of Journalism (PROJOR). Before joining UNESP, he was the director of a regional newspaper company in the city of Araraquara, having been responsible for the development of its digital platform. Previously, he created, at the Institute of Advanced Studies at USP, in São Carlos, a social communication agency dedicated to improve education in public schools with participatory use of digital media.