Innovative Collaboration for Development

Syllabus

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Course Goal and Outline

The overall goal of the course, Innovative Collaboration for Development (ICfD), is to empower development professionals to recognize the potential of social media, to make innovative use of these tools to improve the efficiency, effectiveness and reach of their work, and to contribute to the enhancement of the institutional image of their organizations.

You will have the opportunity to use these tools within simulated work contexts. At the end of the course you will be able to analyze the requirements of your work and accordingly choose social media tools that are best suited to its objectives and needs.

The course is composed of seven modules that will be covered in nine weeks – **04 March- 03 May 2013**:

#	Module	Week	Period
1	Getting Started	1	04 Mar – 08 Mar
2	An Introduction to Social Media	2	07 Mar – 13 Mar
3	Collaborating on the Internet	3 & 4	14 Mar – 27 Mar
4	Contributing to the Internet	5 & 6	28 Mar – 10 Apr
5	Aggregating Content on the Internet	7	11 Apr – 17 Apr
6	Building your Toolkit	8 & 9	18 Apr – 03 May

To complete the course ICfD, you should take the lessons, perform the activities, and take the assessments required throughout the modules. In the table that follows you have an outline of the contents, learning objectives, and assessments for each module. Check also the *Learners' Guide*, which provide detailed explanations on the activities you have to perform in each module.

Content, Learning Objectives and Assessments

Module	Content	Learning Objectives	Assessment	Activities
Getting started	• Exploration of the course interface and learning materials and familiarization with the activities • Presentation of the course documentation: syllabus, user's guide, course map, and assessment guidelines	• Navigate the course interface • Localize learning materials • Identify course's objectives and the structure of its activities	N/A	Profile completion Discussion Forum
An Introduction to Social Media	• Lessons introducing the basic concepts behind social media • Reflection on social media and the information revolution • Discussion on the usage of social media tools for development	• Identify the important facets of web 2.0 tools and social media for development • Recognize some popular social media tools • Discuss a few possibilities of using social media tools to enhance work in a development organization	▪ Quiz ▪ Open Questions	Journal Reflection Discussion Forum
Collaborating on the Internet	• Lessons introducing social networking sites and other groupware tools • Scenario-based activity to enable utilization of the following groupware tools in a development context: social networking sites; wikis; voice/video chat, and project management tools; and the comparative selection of suitable applications in the working context • Peer review activity to enable interaction and collaboration among participants	• Recognize the role of groupware tools in facilitating communication and collaboration at the workplace • Use social networking sites, wikis, project management tools and voice/video chat tools • Analyze the utility of these tools and identify their adaptability to specific contexts at the workplace • Compare applications and choose those that are appropriate to the requirement, keeping in mind factors such as cost and usability of the application and the features it offers	▪ Quiz ▪ Tasks: Collaborate on the Internet	Scenario-based activity Peer Review Discussion Forum
Contributing to the Internet	• Lessons introducing the concept of user generated content and social media tools that enable users to contribute content to the internet • Scenario-based activity to enable usage of the following content generation tools in a development context blogs; microblogs; image sharing sites; video sharing sites; and the comparative selection of suitable applications in the working context • Peer review activity to enable interaction and collaboration among participants	• Recognize the role of groupware tools in facilitating communication and collaboration at the workplace • Use blogs, microblogs, video and image sharing sites and podcasts • Analyze the utility of these tools and identify their adaptability to specific contexts at the workplace • Compare applications and choose those that are appropriate to the requirement, keeping in mind factors such as cost and usability of the application and the features it offers	▪ Quiz ▪ Tasks: Contribute to the Internet	Scenario-based activity Peer Review Discussion Forum
Aggregating Content on the Internet	• Lessons introducing social media tools that enable users to aggregate content on the internet • Scenario-based activity to enable usage of the following content aggregation tools in a development context (RSS feed reader; social bookmarking site) and the comparative selection of suitable applications in the working context • Peer review activity to enable interaction and collaboration among participants	• Recognize the role of groupware tools in facilitating communication and collaboration at the workplace • Use social bookmarking sites and RSS Feed readers • Analyze the utility of these tools and identify their adaptability to specific contexts at the workplace • Compare applications and choose those that are appropriate to the requirement, keeping in mind factors such as cost and usability of the application and the features it offers	▪ Quiz ▪ Tasks: Aggregate content on the Internet	Scenario-based activity Peer Review Discussion Forum

| Building your Toolkit | • Lessons introducing concepts such as hosted services, privacy, security and intellectual property rights in the context of social media. Aspects considered important while choosing social media tools are also discussed
• Exercise to plan a social media strategy of an organization | • Recognize the importance of issues such as privacy, security and intellectual property rights around the uses of social media and the challenges they present
• Recognize the importance of web-based and self-hosted applications, and the challenges they present
• Choose a tool set for your organization keeping in mind factors such as cost, adaptability, functionality, accessibility and ease of use | • Quiz
• Tasks: Build a Social Media Strategy | Scenario-based activity
Discussion Forum |

Course Design

The modules have five components:

Lesson

It introduces you to social media concepts and tools.

Activity

It enables you to apply the concepts learned in the Lesson and to use social media tools in a simulated development context.

In modules 2 and 6, your activities comprise **reflections** (journal entries) and **discussions** (forum) based on videos and blogs that you will watch/read.

In modules 3, 4 and 5, you will undertake a **scenario based activity** where you will use social media tools within a real-life development context.

Assessment

It evaluates your understanding and application of concepts and your ability to use social media tools.[1] You will have to take one quiz and to perform a series of tasks at the end of each module.

Resources

Here you will find the lessons in pdf version and a set of useful materials/links that you can refer to at any point in the course. These resources can further improve your understanding of social media concepts and tools and enhance your contribution to discussion forums, journal entries and peer reviews.
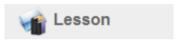
Module Evaluation

This is where we invite you to tell us your opinion about the course. Complete the questionnaire at the end of each module, providing us with feedback on your learning experience. Your opinion and inputs will help UNITAR to improve the quality of the course.

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[1] The Assessment Guide provides detailed explanation on the various modes of assessment as well as of the course's assessment and grading policy.

Learning Materials

Lessons and **activities** are the core learning components in the course. They guide you to achieve the course's learning objectives. Supporting materials such as video tutorials, working documents, peer review and self-assessments are also available to assist your learning process.

Lesson

They introduce you to social media tools and concepts, providing the required knowledge to complete the activities. The lessons will help you to prepare and pass the assessment at the end of the module.

All lessons in the course are flash-based. They introduce the contents (social media tools and concepts), include practical interactive exercises that give you an opportunity to check the acquired knowledge, and provide opportunities to explore external resources. In the lessons you can practice with interactive exercises and get immediate feedback. These exercises may be repeated freely. Results are not measured; they do not count towards the final grade.

- Each lesson may have an average between 20 to 30 slides, including the interactive exercises.
- You may interrupt a lesson at any point. The system keeps track of your position. Upon your return it automatically takes you to the point where you have previously stopped.
- The lesson is available in pdf version in the "Resources" area.

Activity

They give you an opportunity to practice and apply the concepts learned in the lessons. The course features three types of activities:

1. Discussion forums (modules 2 to 7);

2. Reflections through journal entries (modules 2 and 6) and

3. Scenario-based activity (modules 3 to 6)

1. **Discussion Forums[2]**

    The discussion forum is an **integral part of the Activity in modules 2 and 6**. By participating in these forums you will gain a unique opportunity to enhance your knowledge of the specific subjects discussed and to share views and ideas with other course participants.

    As a rule, every module has a discussion forum: *Ask & Talk* which acts as a support center where you can direct queries about course content, voice doubts on how to go about something or simply share ideas/experiences.

    Each of these discussion forums functions differently. Refer to the Learner's Guide to learn how they function in that particular module and to understand their objectives.

    For general information on using the discussion forums refer to the User's Guide.

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[2] Please note that Discussion Forums, Peer Reviews and Scenario-Based Activities are integral part of the course as they require interaction and collaboration among learners. Being able to share experience and opinions helps participants to achieve the learning objective of using social media tools effectively in their working context. It also fosters potential collaboration among participants in the future.

Note on Conditions for utilization of discussion boards

(a) While accessing mailing lists, discussion boards, or other messages or communication facilities (collectively, "Forums"), participants agree to use the Forums only to send and receive messages and materials that are proper and related to the particular Forum. By way of example and not as a limitation, participants agree that when using the Forums, he or she shall not do any of the following:

    i. Defame, discriminate, abuse, harass, stalk, threaten or otherwise violate the legal rights (such as rights of privacy and publicity) of others;

    ii. Publish, post, distribute or disseminate any defamatory, infringing, obscene, indecent or unlawful material or information;

    iii. Upload or attach files that contain software or other material protected by intellectual property laws (or by rights of privacy and publicity) unless the User owns or controls the rights thereto or has received all consents there for as may be required by law;

    iv. Upload or attach files that contain viruses, corrupted files or any other similar software or programs that may damage the operation of another's computer;

    v. Delete any author attributions, legal notices or proprietary designations or labels in any file that is uploaded;

    vi. Falsify the origin or source of software or other material contained in a file that is uploaded;

    vii. Advertise or offer to sell any goods or services, or conduct or forward surveys, contests or chain letters, or download any file posted by another user of a Forum that the User knows, or reasonably should know, cannot be legally distributed in such manner.

(b) Participants acknowledge that all Forums and discussion groups are public and not private communications. Further, Users acknowledge that chats, postings, conferences, e-mails and other communications by other Users are not endorsed by UNITAR or the United Nations, and that such communications shall not be considered to have been reviewed, screened or approved by UNITAR or the United Nations.

2. Reflections – Journal Entries

In **modules 2** you create an online journal where you are asked to reflect on specific aspects of videos or blogs. Reflections are unique for each learner; it can only be seen by its author and by the facilitator.

Details and instructions for preparing your reflections (journal entry), including guidance on the main issues to consider, are provided in the Learner's Guide.

Your reflections on the given topic will be reviewed by the facilitator who will provide you some feedback.

Refer to the User's Guide for general information on how to create your journal and how to operate and update it.

3. Scenario-based Activity

In **modules 3, 4, 5** and **6** you undertake a scenario-based activity where a real-life situation is presented to you. The scenario is immersive and you act as the main character. Therefore, you are to perform the tasks assigned to you as if they were actual challenges you face in your work place.

In this activity, you are required to address and/or perform a certain number of tasks using social media tools. To do so, you will be assisted with supporting materials such as video tutorials, self-assessment quizzes, working documents, and peer reviews.

The tasks you perform in the scenario-based activities will be reviewed by one of your peer learners who will provide feedback on your performance. You are also required to review his or her work.

Specific information on how to perform the scenario-based activity is provided in the Learner's Guide.

Supporting Materials

1. **Video Tutorials & Transcripts**

   These tutorials are useful tools that guide you visually on all the steps you have to make to get your social medial tools up and running. They are step-by-step visual demonstrations, which help you get started with social media tools in order to perform the tasks you are required in the scenario-based activity. The video tutorials are particularly handy for the tools you will be experimenting for the first time.

2. **Self-Assessment Quizzes**

   The scenario-based activities are broken down into tasks, each to be performed using one social media tool. The self-assessment quizzes enable you to match the set of tasks you have to perform to the social media tools available to you in the module. Self-assessment quizzes are not evaluated; you can take them any number of times.

   The results in these quizzes are an indication, for you, of your understanding of the concepts and tools to be used in the activity. In case you realize that your performance falls short, you can go back to the lessons to reinforce your understanding before progressing further.

3. **Working Documents**

   The scenario-based activities are broken down into tasks, each to be performed using one social media tool. A downloadable working document (Excel) is provided to support you in performing these tasks. It breaks down each task into steps to simplify the use of the applicable social media tool. At every step, you are guided with instructions and resources, including video tutorials, to support your learning process and facilitate the work you have to do.

   While going through the steps in each task, you update the spreadsheet with specific deliverables. Once it is complete, you upload it on a dedicated area for peer review.

   The Learner's Guide provides specific details on how to download, complete, and upload the working document for each scenario-based activity.

4. **Peer Reviews**

   As indicated above, the tasks you perform in the scenario-based activity will be reviewed by one of your peer learners who will provide you with feedback on your performance. In turn, you will also review his or her work.

   The reviewer will post their comments on a dedicated area. Each participant will benefit from the comments or remarks received from peer learners to update or correct, as needed, their spreadsheets.

   Refer to the modules' guides for further details about how peer reviews will take place in the scenario-based activity.

   The reviews are not graded, but they may be utilized as a "grade recovery option". In case you are not able to obtain the minimum passing grade in the course, your peer reviews can be analyzed and graded by the facilitator and act as a grade recovery option. Additional details on the utilization of peer reviews as a "grade recovery option" can be found in the Assessment Guide.

Study Plan

The course has been designed in a way to give you flexibility to plan your learning progress. The lessons, video tutorials and additional resources of all modules can be accessed throughout the course.

Nevertheless, as this is a facilitated course, there are sessions where the progress needs to be linear to allow support by the facilitator and adequate coordination in the collaborative activities.

Activities that require facilitator's support or coordination among learners, such as discussion forums, journals, and peer reviews, will be available two days prior to the starting date of the module. The same is valid for the assessments in each module.

For reference purposes, the discussions and journal entries remain available after the closing date. Assessments' scores can be consulted throughout the course. Check the course calendar below for an overview of the course's organization. It will help you plan your time.

Course Calendar

Discussion Forums, Journals, peer reviews, and Assessments open two days prior to the starting date of a Module

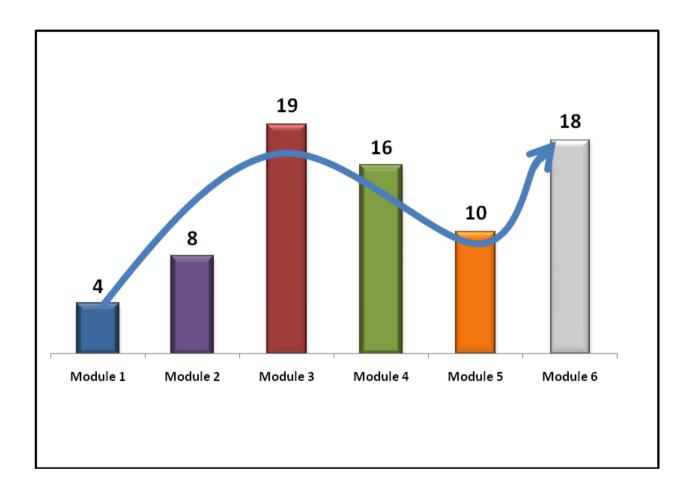| Module 1 – Getting Started	Week 1: 04 Mar – 11 Mar	OPEN	CLOSE
Material	Course Documentation	04 Mar	03 May
Activities	Welcome! Introduce yourself	04 Mar	08 Mar
	Complete your profile	04 Mar	08 Mar
Module Evaluation	Tell us your opinion	04 Mar	11 Mar

Module 2 – An Introduction to Social Media	Week 2: 07 Mar – 15 Mar	OPEN	CLOSE
Lesson	Introduction to Web 2.0 and Social Media	04 Mar	03 May
Activity	Journal Reflection: The Information Revolution	07 Mar	13 Mar
	Discussion Forum: Social Media for Development		
Assessment	Quiz: Concepts of Social Media	07 Mar	13 Mar
	Task: Open Questions		
Module Evaluation	Tell us your opinion	07 Mar	15 Mar

Module 3 – Collaborating on the Internet		OPEN	CLOSE
Week 3&4: 14 Mar – 27 Mar			
Lesson	Social Networking Sites and Communities/ Introducing Google+	04 Mar	03 May
	Group Productivity and Collaboration		
Activity	Self-Assessment: Matching Tasks to Tools	14 Mar	27 Mar
	Scenario-Based Activity: Stop Ragging		
	Submit activity and Peer Review		
	Discussion Forum		
Assessment	Quiz: Concepts of Online Collaboration	14 Mar	27 Mar
	Tasks: Collaborate on the Internet		
Module Evaluation	Tell us your opinion	14 Mar	29 Mar

Module 4 – Contributing to the Internet		OPEN	CLOSE
Week 5&6: 28 Mar – 10 Apr			
Lesson	Blogging and Microblogging	04 Mar	03 May
	Podcasting and Online Radio		
	Online Video and Image Sharing Sites		
Activity	Self-Assessment: Matching Tasks to Tools	28 Mar	10 Apr
	Scenario-Based Activity: Women Self Help Groups		
	Submit activity and Peer Review		
	Discussion Forum		
Assessment	Quiz: Concepts of Contribution to the Internet	28 Mar	10 Apr
	Tasks: Contribute to the Internet		
Module Evaluation	Tell us your opinion	28 Mar	12 Apr

Module 5 – Aggregating Content on the Internet		OPEN	CLOSE
Week 7 : 11 Apr – 17 Apr			
Lesson	Subscription, Feeds and Syndication	04 Mar	03 May
	Tagging and Social Bookmarking		
Activity	Self-Assessment: Matching Tasks to Tools	11 Apr	17 Apr
	Scenario-Based Activity: Spread Human Rights		
	Submit Activity and Peer Review		
	Discussion Forum		
Assessment	Quiz: Concepts of Content Aggregation	11 Apr	17 Apr
	Tasks: Aggregate Content on the Internet		
Module Evaluation	Tell us your opinion	11 Apr	19 Apr

Module 6 – Building your own Toolkit		OPEN	CLOSE
Week 8 & 9: 18 Apr – 03 May			
Lesson	Privacy, Intellectual Property and Access to Social Media	04 Mar	03 May
	Hosted Services and Installed Tools		
Activity	Scenario based activity: Develop a Social Media Strategy	18 Apr	03 May
	Discussion Forum: Building Your Toolkit		
Assessment	Quiz: Concepts for Building Your Toolkit	18 Apr	03 May
	Tasks: Build your own Toolkit		
Module Evaluation	Tell us your opinion	18 Apr	05 May

Workload per module

The course comprises six modules spread over **9 weeks**, for a total of about 75 learning hours.
The various modules of this course are quite different in terms of the time investment and the efforts they require from the participants. The schema below allows you to have, at a glance, an idea of the workload and effort that each one of the module requires.

As you can see, module 3 is a peak in terms of effort required, so be prepared, after a quite soft beginning to invest some more time in the course for the 3 module. As you can see, modules 4, 5 and 6 are lighter than module 3, but still require some time investment, especially if compared with the first part of the course.

Be prepared for this workflow and plan your agenda accordingly!

Course Facilitators

Johnson Opigo

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Johnson Opigo has been a practicing web designer and consultant for the last 16 years. He is a Web 2.0 enthusiast and was one of the early adopters of the technology.

He is currently the Managing Director/Chief Executive Officer of Net Endeavours Limited, a company specialized in web design, web development and training. Through his company he has consulted for several notable companies and establishments in Nigeria and beyond including banks, insurance companies, oil services companies, employers' associations, International Chamber of Commerce (ICC) among others.

He is presently a consultant to the Technical Centre for Agricultural and Rural Cooperation (CTA), which is based in the Netherlands, on whose behalf he organizes Web Design and Web 2.0 training in Africa. He is the Lead Trainer for Nigeria.

Mr. Opigo is Nigerian and holds a B.Sc. degree in Economics from the University of Calabar, Nigeria.

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Rosamelia Andrade

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Rosamelia is a Communications and Project Management professional. She has worked as a journalist, writer, radio producer and communications consultant for several media organizations and development institutions. She obtained an MA in International Leadership from Simon Fraser University, Canada, a post-graduate diploma in International Management from Capilano University, Canada and a BA in Communications from Universidad San Francisco de Quito, Ecuador. In Canada she has held different positions such as Program Officer, International Media Programs, at the Vancouver-based NGO IMPACS (Institute for Media, Policy and Civil Society) working on issues related to media and peace building in conflict countries such as Afghanistan, Nepal, Sri Lanka and Cambodia. She was the Communications and Community Relations Coordinator for an eco-health project based at the University of British Columbia in Vancouver and implemented in Ecuador.

In 2010, Rosamelia moved back to Vancouver and since then she has been working as an independent consultant in communications, project development and project management.

UNITAR Support

Alessia Messuti

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Alessia Messuti has a background in communication with a special focus on the use of web radio for social inclusion and local development.

She is Training and Communication consultant in the Knowledge Systems Innovation Unit of UNITAR where she is involved in the design of training activities, the coordination of the course as well as in research activities on social media tools for training and non-profit organizations.

Fascinated by the idea that distance education and the use of new technology could increase access to learning and promote life- long learning, she wants to keep exploring innovative pedagogical approaches to adult learning.

Patrick Mainwaring

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Patrick Mainwaring has a background in International Development, most specifically in South East Asia.

He is currently doing a Traineeship at UNITAR as he is very conscious and aware of the role that social media has to play in promoting non-profit organizations in getting the exposure they need.

He is also very interested in the power of e-learning and is very excited in making your experience in the ICfD course a pleasurable one.

Course Managers

Sueli Giorgetta
Manager, Knowledge Systems Innovation
UNITAR

Cristina Petracchi
Knowledge and Capacity Development Branch
FAO

Technical Support

You can direct all your queries related to technical issues to: icfd@unitar.org
Your messages will be taken into consideration and addressed as soon as possible.

The working hours of the technical support team are:
Monday - Friday: 9am – 6 pm (GMT +1)

Technical Requirements

These are the minimum hardware and software requirements:

- Platform: Windows 95, 98, 2000, NT, ME, XP or superior; MacOS 9 or MacOS X; Linux.
- Hardware: 64 MB of RAM, 1 GB of free disk space.
- Software:
- Adobe Acrobat Reader (download for free at http://www.adobe.com/products/acrobat/readstep2.html).
- Adobe Flash Player (download for free at http:/get.adobe.com/flashplayer)

- Microsoft Office (Windows or Apple version) or Open Office (download for free at http://www.openoffice.org/download/other.html)
- Browser: Internet Explorer 8 or higher (download for free at http://www.microsoft.com/windows/internet-explorer/worldwide-sites.aspx); works better with Firefox 3.6 or higher (download for free at http://www.mozilla-europe.org/en/firefox). Note JavaScript, Cookies and Popups must be enabled.
- Modem: 56 K.

knowledge, international, diversity, innovation, knowledge sharing, ownership, transfer, expertise, new technologies, capacity development, transfer, action, learning by doing, networks, peer-to-peer review, diversity, responsiveness, leadership, skills building, accessibility, evaluation, ownership, approach, methodology, training, exchange of expertise, knowledge transfer, research on knowledge systems, open to the world, critical thinking, international new technologies, capacity development, knowledge, international, diversity, innovation, learning by doing, networks, peer-to-peer review, diversity, innovation, leadership, skills building, accessibility, evaluation, ownership, transfer, methodology, training, exchange of expertise, knowledge transfer, research on knowledge systems, open to the world, critical thinking, technologies, capacity development, knowledge, international, diversity, by doing, networks, peer-to-peer review, diversity, skills building, accessibility, evaluation, owner

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