IF/CM275 MANAGEMENT OF DIGITAL IDENTITIES AND TECHNOLOGIES
IES Abroad Granada

DESCRIPTION:
The digital transformation of our society in the last two decades has accelerated the pace of innovation. This current environment, characterized by ubiquitous connectivity and complex social networks, demands novel forms of leadership and management in order to compete, collaborate and create value in the digital economy. This course starts with historical developments of digital cultures, then offers a wide perspective of the digital cultures of our times in order to better understand the challenges faced by organizations, from the personal implications for students and future professionals to the challenges in different areas, such as business, economy, politics, and humanities. We will examine the social impact of technologies (such as big data or 3D printing) discuss strategic issues in the digital society (such as copyright, privacy and security as well as new trends in learning), and experiment with one of the most recent innovation approaches, Design Thinking. The course requires an active participation by the students that will be required to develop their own digital reputation (one of the key topics of the course) as the main indicator for their assessment.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:
- Lectures
- Case studies
- Group discussions
- Online discussions

Additional course resources: Laptops are to be brought to class. Activities completed in class require you to have your laptop. Course materials will be maintained in the IES Abroad Moodle environment.

REQUIRED WORK AND FORM OF ASSESSMENT:
- Course Participation - 10%
- Digital Portfolio - 30%
- Development of a Professional Personal Learning Environment (PLE) using Digital Tools - 15%
- Midterm Exam - 15%
- Project (Group Activity) - 30%

Course Participation
Active student participation is expected throughout the course. Students are required to come to class prepared to discuss the assigned readings, contribute to class discussion, and answer questions posed by the instructor and their peers. They are also expected to be active in searching information and participating in the digital media used in the course.

Grading Rubric for Course Participation

<table>
<thead>
<tr>
<th>Description</th>
<th>Almost Always (A)</th>
<th>Very Often (B)</th>
<th>Sometimes (C)</th>
<th>Hardly Ever (F)</th>
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<tbody>
<tr>
<td>The student actively participates in debates raised during the class.</td>
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<td>The student’s contributions in the class reflect an active reading and critical understanding of the bibliography recommended by the instructor.</td>
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<tr>
<td>The student raises questions and comments about the implications</td>
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<td>of the contents given by the instructor and by other students</td>
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<td>during the class and in their websites’ posts.</td>
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<tr>
<td>The student demonstrates, through questions and comments, that</td>
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<td>he or she has been capable of relating the main ideas presented</td>
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<td>in students’ posts and in the material given by the instructor</td>
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<td>with his or her own life experience.</td>
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<tr>
<td>The student publishes comments and extra material in the</td>
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<td>diverse digital tools used during the course (websites, diigo,</td>
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<td>etc.).</td>
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<tr>
<td>The student gets fully involved in the completion of the</td>
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<td>class activities.</td>
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Digital Portfolio
Students will develop and maintain an active website that shares the assignments related to the course. In addition, publications about digital culture, digital society, and digital business strategy will be valued. Students should promote their posts using social media and other resources in order to provide metrics that demonstrate the impact of their work by the end of the course; standard website analytics and metrics will be reviewed. The blog/website begins immediately. Students must start their blog the first week of class, with support provided by the instructor. The following factors will be taken into account: Quality of the publications, respect to copyright laws and citation practices, use of Creative Commons resources and free software solutions, and use and elaboration of creative multimedia materials.

Development of a Professional Personal Learning Environment (PLE) using Digital Tools
In Unit 3 we will revise digital tools and strategies for knowledge management. A PLE describes “the tools, communities, and services that constitute the individual educational platforms learners use to direct their own learning and pursue educational goals” (EDUCAUSE Learning Initiative: https://net.educause.edu/ir/library/pdf/eli7049.pdf). The relevance of this approach for training students in developing a professional learning environment for lifelong learning is cornerstone to their future success. Students will be required to try and use different tools and strategies that better suit their learning needs, to report to the group their practices and their work through online metrics, and to produce meaningful feedback for their peers.

Midterm Exam
Students will be tested on key components of the course half-way through the term.

Project (Group Activity)
Students will be asked to work in teams to develop a technology-related project using the digital instrument revised in the course and using the Design Thinking methodology. The project might consist of a business idea, a new product or service, new procedures to improve a business process, a social innovation project, etc. The details will be discussed with the teacher. A prototype will be presented in the class to get feedback from the students according to the Design Thinking Methodology. Each team should keep records of the different phases of DT leading to the final prototype and tell the story in their websites.

LEARNING OUTCOMES:
By the end of the course, students will be able to:

- Demonstrate knowledge of digital culture in the context of the wider digital society context.
- Identify the main problems and challenges of the digital society (privacy, creativity, collective intelligence, etc.).
- Understand how copyright law works in the Internet and how to use and cite open contents.
- Build a personal learning environment using digital tools to facilitate a successful professional career and lifelong learning.
- Demonstrate knowledge of the main digital channels and their roles and functions.
- Write blog posts, social media posts, and website content for user retention and acquisition.
- Understand the main disruptive technologies impacting digital economy.
- Demonstrate knowledge of the digital transformation in fields such as education, humanities, work, and politics.
- Define the basis of the Enterprise 2.0 and the main IT systems in organizations.
- Understand how business models are generated and what the most important Internet business models are.
- Learn the basics of Design Thinking as an innovation method and be able to apply it for solving problems.
- Define social innovation as well as the role of social labs in innovation.

**ATTENDANCE POLICY:**
Attendance is mandatory for all IES classes, including field studies. For this course, if a student misses more than three classes, one third of a letter grade will be deducted from the final grade for every additional absence. Missed exams, tests, presentations, or any other assignments can only be rescheduled in case of documented medical or family emergencies.

**CONTENT:**

<table>
<thead>
<tr>
<th>Unit</th>
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- Website creation and personal presentation in the Website. |
| **Unit 2** | Web 2.0 basics and principles of digital culture  
- Introduction to Web 2.0 and social media: origin, basics, concepts, technologies, tools.  
- Cloud computing and *Everything as a service*.  
- Collective intelligence: concept and cases.  
- Creativity and remix culture.  
- Openness and sharing.  
- Hacker culture.  
- Copyright, Creative Commons, Copyleft: understanding intellectual property in digital times.  
- Privacy online and security in Internet.  
- Creative Commons https://creativecommons.org/  
- Article 1 (individual task) - about Web 2.0 topics. |
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<td>Unit 3</td>
<td><strong>Knowledge management for professionals</strong>&lt;br&gt;• Knowledge management for professionals: how to build your personal learning environment.&lt;br&gt;• Digital competence.&lt;br&gt;• Mailing: tools and strategies.&lt;br&gt;• Online office services: tools and strategies.&lt;br&gt;• File sharing and cloud storage: tools and strategies.&lt;br&gt;• Reading, annotation and classification services: tools and strategies.&lt;br&gt;• Project management: tools and services.</td>
<td>• “Digital competence: the vital 21st-century skill for teachers and students”. Available at: <a href="https://www.schooleducationgateway.eu/en/pub/resources/tutorials/digital-competence-the-vital-.htm">https://www.schooleducationgateway.eu/en/pub/resources/tutorials/digital-competence-the-vital-.htm</a>&lt;br&gt;• “What key competencies are needed in the digital age?” Deloitte. Available at: <a href="https://www2.deloitte.com/ch/en/pages/innovation/articles/competencies-in-the-digital-age.html">https://www2.deloitte.com/ch/en/pages/innovation/articles/competencies-in-the-digital-age.html</a>&lt;br&gt;• “New report shows digital skills are required in all types of jobs” European Commission. Available at: <a href="https://ec.europa.eu/digital-single-market/en/news/new-report-shows-digital-skills-are-required-all-types-jobs">https://ec.europa.eu/digital-single-market/en/news/new-report-shows-digital-skills-are-required-all-types-jobs</a>&lt;br&gt;• Article A &quot;Description of your PLE&quot;. (individual task).&lt;br&gt;• Exploration and use of different online tools for learning and knowledge management.</td>
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• Article 3 (individual task) - about one of the Strategic Technology Trends  
• Article 4 (individual task) |
<p>|        | • Data-driven economy.                                                   |                                                                                               |
|        | • Cloud computing.                                                       |                                                                                               |
|        | • Everything as a service.                                               |                                                                                               |
|        | • Internet of Things.                                                    |                                                                                               |
|        | • 3D Printing.                                                           |                                                                                               |
|        | • Big Data.                                                              |                                                                                               |
|        | • New trends.                                                            |                                                                                               |
|        | <strong>New trends.</strong>                                                          |                                                                                               |
|        |                                                                        |                                                                                               |
|        | <strong>Digital transformation impact on society: education, humanities, work, economy, politics.</strong> |                                                                                               |
|        | • Digital transformation and social innovation: what does it mean?       |                                                                                               |
|        | • Education in digital era: skills, values and principles (cooperation, openness, public, experimental), projects, resources for lifelong learning. |                                                                                               |
|        | • Digital Humanities: new horizons for humanities in the digital age.    |                                                                                               |
|        | • Work in the digital age: new professions, digital skills, informal learning models, hacker ethics. |                                                                                               |
|        | • Digital economy: collaborative economy, maker movement, industry 4.0. Digital Single Market in Europe. |                                                                                               |
|        | • Digital politics and public government.                                |                                                                                               |
|        |                                                                        |                                                                                               |
|        | <strong>Business Models</strong>                                                      |                                                                                               |
|        | • Business Model Generation.                                             |                                                                                               |
|        | • Internet Business Models.                                              |                                                                                               |
|        |                                                                        |                                                                                               |
|        | <strong>Project.</strong>                                                             |                                                                                               |</p>
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| Unit 8 | Design Thinking. The challenge of generating disruptive innovation in organizations  
- How does innovation work?  
- What is Design Thinking?  
- Phase 1: Empathize.  
- Phase 2: Define.  
- Phase 3: Ideate.  
- Phase 4: Prototype.  
| Unit 9 | Enterprise 2.0 & ICT in organizations  
- Enterprise 2.0: The Dawn of Emergent Collaboration  
- Article B: description of your PLE by the end of the course. |
| Unit 10 | Digital Social Innovation & Social Labs  
- Social Innovation & Digital Social Innovation  
- Social Labs: origin, types.  
- “Introduction: What Are Social Laboratories?” (pp. 1-15) |

**RECOMMENDED READINGS:**

Additional readings may be provided through the course.