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Course Description

Development 2.0 Course: The Post-2015 (Millennium Development Goals) Agenda

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Abstract

Development 2.0 has been coined to highlight new ICT-enabled models that can transform the development structures and process. This course aims to provide an outline of the current issues and plausible initiatives that makes up this new development, which is based on "life after the MDGs". Information and Communication Technologies for Development (ICT4D) efforts has been tailor made to address the millennium development goals (MDGs). Now the next steps after the MDGs are embraced in the ICT4D2.0 which could be summarized as;

- Less emphasis on what might be used (the Internet and PCs), and more emphasis on what is actually used (mobiles, radio, television).
- Less emphasis on fundamental technical innovation; and more emphasis on application and business model innovation.
- Less emphasis on piloting and sustaining new applications, and more emphasis on assessing and scaling existing applications.

This course is a further step from the recently held seminars on the topic, the UniPID seminar and the INFORTE.fi seminar (http://inforte. jyu.fi/events/ICT4D. The INFORTE.fi seminar covered the past theoretical basis, and projects (case studies). The INFORTE seminar was descriptive and meant to note what has been done in the ICT4D domain in line with the Millennium Development Goals (MDGs). The UniPID seminar has a futuristic view to development, that is, explanatory and exploratory in explaining the situation on the ground, for instance, in line with the set end of MDGs timeline (2015) and thus proposing way forward in line with technological advances and their plausible contributions to development.

This course makes use of knowledge gathered from the seminars to define in detail and put on the agenda ICT4D2.0

No prior knowledge of ICT4D is assumed.

Course Description

The development agenda is dynamic in line with the environment, thus development 2.0. In addition, the changes are also noted in technology use, adoption and application in developing countries. Therefore, this course aims to note all these present changes and draw ways to maximize the benefits. Thus, the course objectives are

- To explain the present use of ICTs for development
- To explore potential developmental inputs in line with technological advances
- To highlight plausible post-MDGs agenda and ICTs input

Collaboration Mode

Virtual learning is increasingly common due to factors, such as technological advances and globalization. Research presented in this paper is based on a virtual ICT for Development -course that was offered three times by a Finnish university. The course participants were from Finland, Germany, South Africa and Kenya. During the three course implementations, three different learning modes – traditional teacher-focused learning, team-work focused learning and a blend of the two – were utilized. Our research goal was to better understand practices that enhance the learning process in a virtual environment. We collected data by three online questionnaires that were sent to the course participants by email after completing the course. In total, we received 61 responses. We discovered that the students' perceptions of the richness in qualities of learning were different in each course. This paper discusses this difference in line with the different learning modes used. These results encourage us to further research the link between learning modes and qualities of learning to 1) validate the findings with a larger sample, 2) compare them to previous studies in the field, and 3) to potentially propose generalizability of the findings.

Duration, Intensity & ECTS

10 weeks courses with weekly material and tasks and 5 ECTS.

Platform

Moodle based course. 100% virtual course.

Method

- Reading material – both provided through Moodle and students research
- Lectures (PowerPoint)
- Weekly critical reflections – one page summaries of reviewed evidence from case studies and literature
- Lecture review – short work assignments based on the lectures
- Final essay

Curriculum

1. What Why, How (Theoretical) (2 weeks)
Core ICT4D: Concepts, Frameworks and theoretical basis
ICT4D review - Current status in line with MDGs - Stocktaking
Sustainability, Scalability and Evaluation - Post - 2015 (MDGs)
2. Case Studies (Empirical) (2 weeks)
This is a review of the case studies from a development 2.0 perspective
Mobile banking cases
Micro-financing cases e.g. Kiva.org case
Climate Change and environment cases
3. Mid-Course Work Assignment 1 - 25% of total assessment (1 week)
The essence of this assignment is to establish if you understand the theoretical and practical basis of the development 2.0 agenda.
Task   Please write a report (1000 words) making use of one or more theoretical frameworks introduced in Chapter 1 to evaluate the sustainability and scalability of any case discussed in Chapter 2.
4. Modelling (2 weeks)
New applications
New innovation models
New Implementation models
5. Policy and Programme level assessment (2 weeks)
ICT4D Policy review
South Africa Case
India Case
6. Work Assignment 2 : ICT4D policy review - 25% of total assessment (1 Week)
The essence of this assignment is to establish if you understand the key attributes of development 2.0 agenda at policy level.
Task   Please write a report (1000 words) of the review of ICT policy. Make use of any developing country of your choice. Please include recommendations from development 2.0 aspects.

7. Weekly critical reflections - 25% of total assessment
Every week students are expected to contribute to discussion on a given topic.
8. FINAL ESSAY - 25% of total assessment (1 month)
Task   Please write a report (1000 words) on the topic development 2.0 trends and plausible next steps (post MDGs development agenda).

Literature

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