

Participation, Collaboration and Teamwork Module Virtual Exchange

The Hague Network
Virtual Exchange

Subject:

Participation, Collaboration &
Teamwork

Lecturer
P.G.Nixon
& others

2021 - 2022

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Participation, Collaboration and Teamwork (PCT)
The Hague Network Virtual Exchange

Study load	
credits	5
Lectures meetings	10

<p style="text-align: center;">Participation, Collaboration and Teamwork (PCT) An exploration of the ways in which different forms of participation, collaboration and teamwork impacts upon our lives in differing scenarios and in working and private environments</p>
<ul style="list-style-type: none">• This module will examine a wide range of differing forms of partnerships, collaboration and teamwork in both the public and private spheres of human activity. (see page 3 for a breakdown of weekly topics to be covered by the course team). This planning will also incorporate space for group collaboration• It will be team taught by a range of experts and will draw on cases from very different but thematically linked examples• These practical examples of themes will be supplemented and supported by theoretical knowledge and techniques.• The diverse but interlinked content will be brought together by means of an assessment strategy which will be based on a) a group assignment related to an area of collaboration of your choice (to be agreed with the module staff, which will test the students’ own collaborative skills) and that will be coupled with b) an individual element to help them consider and plan towards creating, or adding to, their existing personal career development goals.

Aims/learning outcomes
<p>On successful completion of the module the student will have</p> <ul style="list-style-type: none">• a grounding in the basic theories of Participation, Collaboration and Teamwork .• an understanding of the practical applications of those theoretical underpinnings drawn from examples from different spheres of participatory working cultures and be able to apply them to situations that they face.• an ability to understand and apply different models of participatory working to a situation and select the most appropriate to fit the scenario that they are faced with at future stages in their development.• demonstrated clear abilities in group working to accomplish tasks and assignments as required within the module• show competencies in self-evaluation of their own performances, identifying where improvements are needed and investigating possible remedies.



Assessment		
Form of Assessment	When?	Description
1) Group project (film) 60%	Dec 22 Minimum Grade to pass: 5,5	Students will perform a group assignment in groups of approx. 4 students, They will produce a film related to an area of collaboration of the students' choice (as agreed with the staff) and will test their collaborative skills and ability to transfer knowledge to the viewer. The film should last for between 7-8 Minutes
2) Individual log of group and self evaluation 20%	Jan 5: Minimum Grade to pass: 5,5	Two smaller individual assignments will allow the student a) to both reflect upon their own activities in the module as an individual but also as a group member and b) also to project forward into how the student may incorporate the knowledge and skills acquired into future career development. Assignment 2 will be a written assignment.
3) Individual Key take aways for future career (film) 20%	Jan 5: Minimum Grade to pass: 5,5	Assignment 3 an individual personal film of 2 minutes showcasing the relevance of their learning experience to their future career goals

Lecture Plan		
PCT		
Schedule (subject to change!)		
Schedule		
Oct 6	Introduction, theoretical perspectives	P Nixon/
Oct 13	Cyber Security	P de Vos
Oct 20	HOLIDAY NO LECTURE	
Oct 27	Diplomatic Collaboration	P-J Kleiweg The Netherlands Ambassador to Belgium
Nov 3	UN Goals (climate change)	E. van Weperen
Nov 10	???????	
Nov 17	Team Work in Football	R Rawal
Nov 24	Collaborating in the boardroom	A. Szabo
Dec 1	Entrepreneurship/ co-working space	T Spek/Guest
Dec 8	PCT in Education	Michelle Ravenscroft
Dec 15	Lecture free week to work in groups. Tutors hold consultation workshop on request	P Nixon
Dec 22	Video presentation	P Nixon/ T.Spek
Contact Details P.G.Nixon@hhs.nl		

Lectures

The initial opening lecture will be one that explain the working methods of the module, the assessments and the course structure. It will then move on to give an overview of major theoretical insights into the notions of Participation, Collaboration and Teamwork. Subsequent lectures will examine specific aspects of participation, collaboration and teamwork in differing fields offering students a kaleidoscope of the myriad of methods, strategies and examples of working together that can give them inspiration in their future careers, make them more productive co-workers and help them plan and make better decisions in the future.

Literature

Literature tips (where appropriate) will be given out with the lectures. For an easy introduction you could read. This is NOT a compulsory purchase Henry Jenkins, Mizuko Ito, Danah boyd, (2016) *Participatory Culture in a Networked Era. A Conversation on Youth, Learning, Commerce and Politics*, Cambridge: Polity Press, 2016

supplemented by contemporary readings, films, podcasts etc related to each theme



Marking rubric group films (assignment 1)

	Excellent 8-10	Satisfactory 6-7	Needs improvement 4-5	Insufficient 1-3	Points awarded
Introduction/idea (15 points)	Exceptional introduction that grabs interest of viewer. Subject/ idea exceptionally clear and well-developed. delivers a definitive statement on the issue.	Proficient introduction that is interesting and states topic. Subject and idea are clearly expressed.	Basic introduction that states topic but lacks interest. Thesis is somewhat clear and arguable.	Weak or no introduction of topic. The purpose of the film is unclear/idea is weak or not clearly explained.	
Content knowledge: quality of research (30 points)	Film is exceptionally researched, contains a large range of source material highly relevant to the topic in a logical manner. References are correctly cited at end of film	Film is reasonably well researched, contains a good range of source material mostly relevant to the topic in a logical manner. References are correctly cited at end of film	Information relates to the main topic, but few details and/or examples are given. Shows a limited variety of sources. References are not cited correctly	Film is not well researched Information has weak or no connection to the topic. References are not cited correctly.	
Content application: Flow of the argument (20 points)	Exceptionally critical, relevant and consistent connections made between evidence and topic. Excellent analysis.	Consistent connections made between evidence and topic Good analysis.	Some connections made between evidence and topic. Some analysis but could do a lot more.	Limited or no connections made between evidence and topic. Lack of analysis.	
Conclusion (15 points)	Excellent summary of topic with concluding ideas that impact viewer.	Good summary of topic with clear concluding ideas.	Only a basic summary of topic with some final concluding ideas.	Lack of summary of topic.	
Filming skills (10 points)	Filming flows exceptionally well. Is clear and relevant, polished and (almost) professional. Story is visually clear. Captivates the viewer. Use of props/music etc exceptionally well thought out.	Filming flows reasonably well. Is clear and relevant. Story is mostly visually clear. Engages the viewer. Use of props/music etc reasonably well thought out.	Filming does not always flow reasonably well. Is not always clear and relevant. Story is sometimes not visually clear. Does not engage the viewer. Use of props/music etc could be better thought out. Sound not always clear.	Filming does not flow. Is not clear and relevant. Story is mostly visually unclear. Does not engage the viewer. Use of props/music etc poorly thought out. Sound often unclear.	
Communication Skills (10 points)	Sound exceptionally clear Voices are clear, coherent, well-paced and understandable	Sound fairly clear. Voices are mostly clear, coherent, well-paced and understandable	Sound sometimes unclear. Voices are unclear, incoherent, not always well paced and understandable	Sound often unclear. Voices unclear, incoherent, poorly paced and not understandable	



Marking rubric log/self evaluation (assignment 2)

	Excellent 8-10	Satisfactory 6-7	Needs improvement 4-5	Insufficient 1-3	Points awarded
Introduction/thesis (15 points)	Exceptional introduction that grabs interest of reader and is exceptionally clear, well-developed, and a definitive statement of how the student engaged with the module.	Proficient introduction that is interesting and states topic. There is a clear and arguable statement of how the student engaged with the module.	Basic introduction that states topic but lacks interest. There is a somewhat but not fully clear and arguable statement of how the student has engaged with the module.	Weak or no introduction of topic. The statement of how the student has engaged with the module is unclear, poorly presented or not present .	
Level of Self Evaluation (30 points)	Exceptional level of self-reflection which fully details key learning points, problems/challenges faced and addresses any remedial actions necessary in a logical manner.	Good level of self-reflection which details most key learning points, problems/challenges faced and mostly addresses any remedial actions necessary in a logical manner.	Basic level of self-reflection which details some key learning points, problems/challenges faced and adequately addresses some remedial actions necessary in a broadly logical manner.	Poor or non-existent level of self-reflection detailing few or no key learning points, problems/challenges faced , does not adequately address remedial actions necessary in a broadly logical manner.	
Application: of weekly content to students own personal/career goals (30 points)	Exceptionally critical, relevant and consistent connections made between course content and the student's development. Excellent analysis.	Consistent connections made between course content and the student's development Good analysis.	Some connections made between course content and the student's development. Some, but limited analysis.	Limited or no connections made between course content and the student's development Lack of analysis.	
Conclusion (15 points)	Excellent summary of how the student has benefited from the learning experience in the module with concluding ideas that impact reader.	Good summary of how the student has benefited from the learning experience in the module with concluding ideas	Basic summary of how the student has benefited from the learning experience in the module with concluding ideas	Lack of a clear summary of how the student has benefited from the learning experience in the module and concluding ideas	
Writing skills (10 points)	Writing is clear and relevant, with no grammatical and/or spelling errors – polished and professional. References properly formatted.	Most ideas/thoughts are stated clearly and are related to the topic, with only minor grammatical and/or spelling errors. References adequate.	Many ideas/thoughts require clarification and/or are off-topic or have marginal relevance to the assignment. Many grammatical and/or spellings errors throughout the work. The work is somewhat challenging to read	Paper does not meet the criteria for the assignment (too short or incomplete, too long, and/or completely off-topic). The work is very challenging to read due to inadequate writing flow. Improperly referenced	



			due to poor writing flow. Improperly referenced		
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Marking rubric individual film (assignment 3)

	Excellent 8-10	Satisfactory 6-7	Needs improvement 4-5	Insufficient 1-3	Points awarded
Introduction/idea (15 points)	Exceptional introduction that grabs interest of viewer. Purpose is clearly stated Subject and idea exceptionally clear and well-developed..	Proficient introduction that is interesting and states purpose. Subject and idea are clearly expressed.	Basic introduction that states topic but lacks interest. Subject and idea are only partially clearly expressed	Weak or no introduction of topic. The explanation of the purpose of the film is poor or non-existent. Subject and idea are not clearly expressed	
Reflective nature related to career development (30 points)	Film is exceptionally well researched, contains exceptionally clear relationship between applying the course material to future career goals and the development of the student.	Film is reasonably well researched, contains a good clear relationship between applying the course material to future career goals and the development of the student.	Film is researched to a barely adequate level there are some omissions, contains a mostly clear relationship between applying the course material to future career goals and the development of the student	Film is not well researched there are many omissions, does not contain a clear relationship between applying the course material to future career goals and the development of the student.	
Content application: Flow of the argument (20 points)	Exceptionally good critical, relevant and consistent connections made between evidence and future aspirations. Excellent flow to the film	Good critical, relevant and consistent connections made between evidence and future aspirations. Consistent flow to the film	Some connections made between evidence and future aspirations. Lacking a fully consistent flow to the film	Limited or no connections made between evidence and future aspirations. Lacking a fully consistent flow to the film.	
Conclusion (15 points)	Excellent summary with concluding ideas that impact the viewer and sells the individual convincingly to prospective employers.	Good summary with concluding ideas impacting the viewer and sells the individual to a reasonable extent to prospective employers..	Only a basic summary with few concluding ideas that impact the viewer and do not sell the individual to prospective employers as well as hoped for	Lack of or vague summary with a lack of concluding ideas that impact the viewer and thus do not sell the individual to prospective employers.	
Filming skills (10 points)	Filming flows exceptionally well. Is clear and relevant, polished and (almost) professional. Individual's goals exceptionally clear. Captivates the viewer. Use of	Filming flows reasonably well. Is clear and relevant. Individual's goals mostly clear. Engages the viewer. Use of props/music etc reasonably well thought out.	Filming does not always flow reasonably well. Is not always clear and relevant. Individual's goals sometimes not clear. Does not fully engage the viewer. Use of props/music etc could be	Filming does not flow. Is not clear and relevant. Story is mostly visually unclear. Individual's goals sometimes not clear. Does not engage the viewer. Use of props/music etc poorly	



	props/music etc exceptionally well thought out.		better. Sound not always clear.	thought out. Sound not always clear	
Communication Skills (10 points)	Sound exceptionally clear Voices clear, coherent, well-paced and understandable	Sound fairly clear. Voices are mostly clear, coherent, well-paced and understandable	Sound often unclear. Voices unclear, incoherent, not always well paced or understandable	Poor sound. Voices unclear, incoherent, poorly paced and not understandable	

