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Refer to guidance notes for completion of each section of the specification.

<b>Module Code:</b>	YCW418
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<b>Module Title:</b>	Digital Youth Work; An Introduction to Principles and Practice
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<b>Level:</b>	4	<b>Credit Value:</b>	20
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<b>Cost Centre(s):</b>	GAYC	<b>JACS3 code:</b>	L530
		<b>HECoS code:</b>	100466

<b>Faculty</b>	Social and Life Sciences	<b>Module Leader:</b>	Hayley Douglas
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Scheduled learning and teaching hours	20 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total contact hours</b>	<b>20 hrs</b>
Guided independent study	180 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
Stand Alone Module as part of the BA (Hons) Youth and Community Work (JNC) Programmes	<input type="checkbox"/>	✓
Glyndwr University Certificate of Continuing Education (Youth, Community and Care Studies) (completion of any two modules from YCW406; YCW413; YCW415; YCW416; YCW608)	<input type="checkbox"/>	✓

<b>Pre-requisites</b>
None

<b>Office use only</b>	
Initial approval: 28/05/2020	Version no: 1
With effect from: 01/07/2020	
Date and details of revision:	Version no:

### Module Aims

This module aims to develop an understanding of the historical, social and political context of digital youth work; examine the practicalities required to ensure young people and youth workers are safeguarded online, and evaluate available technologies for digital youth work.

### Module Learning Outcomes - at the end of this module, students will be able to

1	Analyse the historical, social and political context of digital youth work
2	Examine the practicalities required to ensure young people and youth workers are safeguarded online
3	Evaluate available technologies for digital youth work

<b>Employability Skills The Wrexham Glyndŵr Graduate</b>	<b>I = included in module content A = included in module assessment N/A = not applicable</b>
<i>Guidance: complete the matrix to indicate which of the following are included in the module content and/or assessment in alignment with the matrix provided in the programme specification.</i>	
<b>CORE ATTRIBUTES</b>	
Engaged	I
Creative	I & A
Enterprising	I & A
Ethical	I & A
<b>KEY ATTITUDES</b>	
Commitment	I
Curiosity	I & A
Resilient	I
Confidence	I
Adaptability	I
<b>PRACTICAL SKILLSETS</b>	
Digital fluency	I & A
Organisation	I & A
Leadership and team working	I
Critical thinking	I & A
Emotional intelligence	I
Communication	I & A

## Derogations

None

## Assessment:

Indicative Assessment Tasks:

*Guidance: please ensure you add indicative word count and durations within the narrative body of this section*

Students are required to

**1) complete a portfolio that analyses the historical, social and political context of digital youth work, and examines the practicalities required to ensure young people and youth workers are safeguarded online.** This will include:

- A statement analysing the historical, social and political context of digital youth work; including what digital youth work is, barriers to online engagement and strengths of a digital youth work approach. (1000 words)
- A SWOT analysis of their practice organisation's readiness to deliver digital youth work (500 words)
- A risk assessment for delivering digital youth work (500 words)

**2) record and upload a 10 minute presentation that evaluates available technologies for digital youth work.** This will include:

- an description of 2 digital technologies that can be used for digital youth work
- an evaluation of the strengths and weaknesses of each of the technologies
- recommendations for use in digital youth work

The presentation can include a demonstration.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,	Portfolio	70%
2	3	Presentation	30%

## Learning and Teaching Strategies:

This module will be taught online via the University's VLE. A variety of teaching and learning activities will be employed on this course, predominantly those that emphasise interactive learning and student participation. These will include pre-recorded lecturers and live seminars and workshops; case studies and problem based learning activities; class and small group discussion using online forums; and group work. This module will also use the VLE to provide additional resources and learning support through forums and other interactive means of communication.

## Syllabus outline:

What is Digital Youth Work and why do it?  
Youth in the digital age - The development of digital youth work  
Barriers and solutions to Digital Engagement  
Safeguarding young people and youth workers online  
Technology for digital youth work

### Indicative Bibliography:

#### Essential reading

McPherson, T. (Ed.) (2008). *Digital Youth, Innovation, and the Unexpected*. The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning. The MIT Press: Cambridge, MA

Zaremohzzabieh, Z. et al (2020) *Youth Work in a Digital Society*. IGI Global: Pennsylvania

#### Other indicative reading

European Commission (2018) *Developing Digital Youth Work; Policy recommendations, training needs and good practice examples for youth workers and decision-makers*. European Commission: Brussels

Pawluczuk, A., Hall, H., Webster, G. & Smith, C. (2019). *Digital youth work: youth workers' balancing act between digital innovation and digital literacy insecurity* In Proceedings of ISIC, The Information Behaviour Conference, Krakow, Poland, 9-11 October: Part 2. Information Research, 24(1), paper isic1829. Retrieved from <http://InformationR.net/ir/24-1/isic2018/isic1829.html>

Levente Székely & Ádám Nagy (2011) 'Online youth work and eYouth — A guide to the world of the digital natives', *Children and Youth Services Review*, 33, 2186-2197

Melvin, J. (2013) 'Youth Work in a Digital Age' chpt 17 in Curran et al (Eds.)(2013) *Working with Young People*. Sage: London

Melvin, J (2015) 'Youth Work in Digital Spaces' chpt 12 in Bright, G (Ed. ) (2015) *Youth Work; Histories, Policies and Contexts*. Palgrave MacMillan: London

Spector, M.J. (2015) *The SAGE Encyclopaedia of Educational Technology*. Sage: London  
<http://dx.doi.org/10.4135/9781483346397>

Subrahmanyam, K & Smahel, D (2011) Digital Youth; The Role of Media in Development.  
Springer-Verlag: New York