

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Digital and Virtual Environments
Unit ID:	BADIG3003
Credit Points:	15.00
Prerequisite(s):	(BATCC1001 or BADIG1001) (At least 30 credit points from BATCC or BADIG or BAFLM subject-area at 2000-2999 level)
Co-requisite(s):	Nil
Exclusion(s):	BADIG2003
ASCED:	100799

Description of the Unit:

This advanced-level Digital Humanities unit examines the social uses of technologies that involve simulated encounters with spatial environments. Students develop ways of understanding distinctions and relationships between the real and the simulated, and between direct and mediated interaction, in today's world. Moving beyond the traditional belief that online and virtual experiences are less real than direct contact, the unit gives attention to ways in which the virtual is part of our real world. Professional, community and recreational uses are considered. A range of examples are used as case studies, including education, professional training, First Nations perspectives, virtual travel, digital games and mediated relationships.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Know a range of characteristics and types of digital and virtual environments
- K2.** Know concepts and approaches that are relevant to understanding simulated and mediated experiences
- K3.** Have developed knowledge of scholarship, approaches and debates relating to uses of digital and virtual spaces
- K4.** Have developed knowledge of uses of virtual environments in defined social contexts, such as education, communities professions, recreation and relationships

Skills:

- S1.** Examine a range of uses of digital environments in relation to social contexts
- S2.** Critically analyse relationships between social uses of digital technology and contexts such as education, communities, professions and relationships
- S3.** Build advanced skills for identifying alternative stances and issues about social uses of digital technology

Application of knowledge and skills:

- A1.** Critically analyse a range of perspectives and debates about uses of digital environments in particular contexts
- A2.** Apply analytical skills to understanding uses of technology in a range of social contexts
- A3.** Develop and research a topic relating to social uses of a digital or virtual environment
- A4.** Apply high standards of academic research, referencing and writing

Unit Content:

Topics may include:

1. Concepts of simulation, mediation, the virtual
2. Educational uses of digital environments
3. The digital divide
4. Use of digital technologies in professional training
5. Virtual worlds and social uses
6. First Nations virtual environments
7. Community uses of digital environments
8. Mediated relationships
9. Virtual travel to existing places or in cyberspace
10. Identity tourism and social difference
11. Video games, including serious games
12. Options for students to choose a research topic relating to a disciplinary area that complements their other studies.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> Using effective verbal and non-verbal communication Listening for meaning and influencing via active listening Showing empathy for others Negotiating and demonstrating conflict resolution skills Working respectfully in cross-cultural and diverse teams. 	K3, S3, A1, A3	AT2, AT3
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> Creating a collegial environment Showing self -awareness and the ability to self-reflect Inspiring and convincing others Making informed decisions Displaying initiative 	K2, K3, K4, S2, S3, A1, A3	AT2, AT3
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> Reflecting critically Evaluating ideas, concepts and information Considering alternative perspectives to refine ideas Challenging conventional thinking to clarify concepts Forming creative solutions in problem solving. 	K1, K2, K3, K4, S1, S2, S3, A1, A2, A3	AT1, AT2, AT3
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> Finding, evaluating, managing, curating, organising and sharing digital information Collating, managing, accessing and using digital data securely Receiving and responding to messages in a range of digital media Contributing actively to digital teams and working groups Participating in and benefiting from digital learning opportunities. 	K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3	AT1, AT2, AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	K1, K3, K4, S1, S2, S3, A1, A2, A3, A4	AT1, AT2, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, S3, A1, A2, A4	Response to a topic designed for advanced-level students and relating to unit concepts and resources. This task is designed to assess students' coverage of a number of weeks' topics from the first half of the semester.	Analytical paper	40-60%
K2, K3, K4, S2, S3, A2, A3, A4	Using a topic or example identified by the student in consultation with unit teaching staff, research a case study and produce an analysis that engages with relevant unit concepts and arguments. Format options and requirements will be detailed in the unit description.	Report (written and/or visual)	40-60%

Adopted Reference Style:

MLA

 Refer to the [library website](#) for more information

 Fed Cite - [referencing tool](#)