

1. Course Code

2284

2. Course Title

S14e: ICT4D Special Exercises 2

3. Teacher

YAMANAKA, Atsushi

4. Term

Spring 2

5. Course Requirements (Courses / Knowledge prerequisite for this course)

2284 ICT4D Special Exercises 1

*This is the second part of the ICT4D Special Exercises. It is required that the session 1 must be completed prior to taking the session 2

6. Course Overview and Objectives

Objective of the course is to gain professional abilities to create, implement, monitor, and evaluate viable and appropriate e-Governance and other ICTD project/programme through familiarizing real life cases of e-Governance and other ICTD projects/programme in developing countries. The course will be "hands-on" and will be conducted as a "practicum" with ample discussions rather than series of lectures. Students taking the practicum are expected to actively participate in the discussions and other interactions which are expected during the course of the practicum.

The first half of the two parts of the practicum is dedicated to 1) conceptual understanding of the ICT and e-gov, historical evolution of the ICTD and e-Gov, Identification of potential ICTD/e-Gov projects, understand current theories of development projects, creation of donor Matrix, Identification of group project, and coming up with realistic socio-economic challenges for the group projects. The class will ensure students to acquire required fundamental knowledge to compile realistic projects at the second half of the practicum.

The second half of the two parts of the practicum is dedicated to create group project document and to simulate how to sell the project to potential supporters.

7. Course Outline

- 1 Creation of situational Analysis and other environmental variable
- 2 Project Strategy -1
- 3 Project Strategy -2
- 4 Project Strategy -3
- 5 Logframe-1
- 6 Logframe-2
- 7 Logframe-3

- 8 Logframe-4
- 9 Budgeting Programme/Project (inputs)
- 10 Risk Analysis
- 11 Managing Project
- 12 Selling your Idea/Project -1 (Types and Technique)
- 13 Selling your Idea/Project -2 (Elevator Pitch)
- 14 Selling your Idea/Project -3 (Full Presentation)
- 15 Selling your Idea/Project -4 (Development Marketplace)
- 16

8. Textbooks (Required Books for this course)

TBD (Since this is practical course, no specific text book is assigned. However, reference/recommended project documents and other reading materials will be provided in lieu of the text books).

9. Reference Books (optional books for further study)

Various different reference materials will be provided during the course of the session.

10. Course Goals (Attainment Targets)

- (1) Understand requirement of Project Document and create realistic Group project
- (2) Understand, through conducting simulations, various different ways to sell idea (projects) to potential supporters
- (3)
- (4)
- (5)
- (6)
- (7)
- (8)

11. Correspondence relationship between Educational goals and Course goals

Educational goals of the school		Course Goals	
High level ICT skills	Basic academic skills		
	Specialized knowledge and literacy	○	
Human skill (Tankyu skill)	Ability to continually improve own strengths	○	
	Ability to discover and resolve the problem in society	Problem setting	○
		Hypothesis planning	○
		Hypothesis testing	○
		Practice	○
	Fundamental Competencies for Working Persons	Ability to step forward	○
		Ability to think through	○
Ability to work in a team		○	
Professional ethics		○	

12. Evaluation

Goals	Evaluation method & point allocation					
	Examination	Quiz	Reports	Presentation	Deliverables	Other
(1)				○	○	
(2)				○	○	
(3)				○	○	
(4)				○	○	
(5)						
(6)						
(7)						
(8)						
Allocation				40	60	

13. Evaluation Criteria

Examination	
Quiz	
Reports	
Presentation	Presentations of each assignments by the group and also selling the project idea at the end of the session-2 will be essential part of the class.
Deliverables	Students will compile each components of the project document through group work, as well as final compiled project document. Studenta are also required to create associated presentations/sales materials to be used at the end of the session2 during the excercise of selling the project document
Other	Students are required to fully participate in the disucssion during the class.

14. Active Learning

Hourly percentage of active learning within the whole class time		100%
1	Active learning such as problem solving assignment using the knowledge and skills acquired in class.	All the time
2	Active learning such as group works and discussions.	All the time
3	Outcome presentations and feedbacks.	All the time
4	Students actively make decisions on how the class should be conducted.	All the time

15. Notes

*Please note that actual class schedule will be determined at later date.

** Please also note that the class schedule during the course of the session also fluctuate considerably but will be determined through close consultations with the students.

The practicum course (part 1 and part 2) is designed to have intensive “in-person” lectures/discussions during the first and last weeks of the school semesters (Spring 1st semesters and Spring 2nd semester). Those “in-person” sessions are expected to be supplemented by weekly on-line sessions which will be conducted from abroad where the course instructor has assignments in.

While the on-line portion of the course is expected to use video conferencing facility, the practicum participants must anticipate that the on-online portions of the course may encounter certain technical difficulties. This may force the lecturer to conduct voice only sessions or to conduct make-up sessions. In addition, the practicum participants are forewarned that the on-line portion of the practicum may need to be rescheduled due to the course lecturer’s other engagements.

In such instances, the lecturer will make maximum efforts to propose a new schedule with the practicum participants at least one week prior to the originally scheduled course.

The practicum participants are expected to complete assignments/tasks every week and progress must be reported to the lecturer. Timely completions of assignments are critical for completing the final project document.

The lecturer will avail himself to the questions/concerns from the practicum participants through e-mail and other ICT tools throughout the course. Furthermore, during the “in-person” sessions, the practicum participants are encouraged to maximize the time and contact and co-mingle with the lecturer.

It is highly likely that the Syllabus and the deliverables will be amended during the course of the session according to the students’ comprehension of course materials. In addition it is highly likely that the course will go over prescribed hours during the course of the session. Since the class is conducted in discussion and presentation format, each class usually lasts 2-3 hrs instead of regular 1hr30min. Please make note of that when subscribing to this class.

16. Course plan

(Notice) This plan is tentative and might be changed at the time of delivery

Lesson 1: Situational Analysis

(Lecture/Disussion
90,min)

Creation of situational Analysis

* Explanation of

critical component for situational analysis and other environmental variables in project documents.

* Discussion

of effective and concise situational analysis and other environmental variables in project document"

Lesson 2: Project Strategy -1

(Lecture/Disussion/
Presentation 90,min)

Learn how to compile different sections (components of the Project Document)

* Discuss different components which make up the Project Document (example below)

1) Overall Project Direction

- Execution Modality
- Past projects/initiatives and correlations/lessons learned

3) Execution/Implementation/Coordination Structure []

- Governance Structure[]
- Implementation Structure[]
- Stakeholders and their Assessment
- [- Brief Composition/Roles of potential Project Staff (in an Annex)

4) Strategic Alignment[]

- Alignment to Global, Regional, National, and organizational agenda/priorities

5) Innovations[]

- Explanation of how this project is innovative[]
- Explanation of Technology

6) Monitoring and Evaluation & Codification of Lessons-Learned

- M&E structure and frequency[]
- How to conduct codification of lessons learned and how to disseminate

7) Sustainability[]

- Institutional Sustainability
- [- Financial Sustainability (Business Model)

8) Risks and mitigation measures (*To be discussed later in a separate session)

9) Donor/Partnership Strategy[]

- How to engage with your partner (donors and other stakeholders)

* Discussion

Lesson 3: Project Strategy -2 (Lecture/Disussion/
Presentation 90,min)

Learn how to compile different sections (components of the Project Document)

- * Presentation of compiled component by the Group (from the components explained at the Lesson 2)
- * Discussion

Lesson 4: Project Strategy -3 (Lecture/Disussion/
Presentation 90,min)

Learn how to compile different sections (components of the Project Document)

- * Presentation of compiled component by the Group
- * Discussion

Lesson 5: Logframe-1 (Lecture/Disussion/
Presentation 90,min)

Introduction to the Logframe and Creation of Programme/Project Impacts and Outcomes

- * Identification and compilation of programme/project Impact/Outcomes for the group project
- * Clarifying and differentiating Impact and Outcomes and respective indicators
- * Discussion

Lesson 6: Logfrname-2 (Lecture/Disussion/
Presentation 90,min)

First review of the project logfrmae (Second review within the class)

- * Presentation of compiled first draft of group project Logframe
- * Discussion (Critique)

Lesson 7: Logframe-3 (Lecture/Disussion/Pr
esentation 90,min)

Second review of the project logfrmae (Second review within the class)

- * Presentation of compiled second draft of group project Logframe
 - * Discussion (Critique)
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Lesson 8: Logframe-4 (Lecture/Disussion/
Presentation 90,min)

Third review of the project logfrmae (Final review within the class)

- * Presentation of compiled third and final draft (for class) of group project Logframe
- * Discussion (Critique)

Lesson 9: Budgeting Programme/Projects (Lecture/Disussion/
Presentation 90,min)

Understand how to create realistic and flexible budget for the Programme/Project

- * Review of sample project budget
- * Discussion of overhead and other line items
- * Realistic costing based on sample proposed activities
- * Discussion

Lesson 10: Risk Analysis (Lecture/Disussion/
Presentation 90,min)

Understand potential risks for the Project

- * Review sample risks from different projects
- * Discussion of potential risks in e-Government/Governance projects
- * Mitigation Methodology
- * Discussion

**Note that the class will most likely start with presentation and review of Group
Project Budget

Lesson 11: Managing the Project (Lecture/Disussion/
Presentation 90,min)

Understand ways to manage the Project properly

- * Potential pitfalls for project delay and stagnation
- * Compilation of time bound activity chart (WBS, Gaunt chart, and others)
- * Discussion

**Note that the class will most likely start with presentation and review of Group
Risk Analysis

Lesson 12: Selling your Idea/Project -1 (Types and
Technique) (Lecture/Disussion/
Presentation 90,min)

Learn various different techniques of selling your idea/project to potential supporters

- * Elevator Pitch example
 - * Full Presentation
 - * Development Market Place
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Lesson 13: Selling your Idea/Project -2 (Elevator Pitch) (Presentation)

Simulate how to sell your idea/Project

* Elevator Pitch

**Students are expected to conduct elevator pitch to simulate real life situation

Lesson 14: Selling your Idea/Project -3 (Full Presentation) (Presentation)

Simulate how to sell your idea/Project

* Full Presentation

**Groups are expected to simulate full presentation in front of potential donor organization

Lesson 15: Selling your Idea/Project -4 (Development Marketplace) (Presentation)

Simulate how to sell your idea/Project

* Development Marketplace

**Groups are expected to create poster to pitch their project to other students and receive voting for the contents as well as persuasion of selling their projects
