

Course Number	Course Title	Semester	Year
FCD 816 -	Global Campus Studio	Winter	2021
Section	Day of Week	Time	Classroom
011	MONDAY	9:00am-12:00pm EDT	INSERT ZOOM INFORMATION
Professor	Ryerson Email	Phone	Office & Office Hours
Ramona Pringle	ramona.pringle@ryerson.ca	Email preferred**	Online / by appointment
GA/TA	GA/TA Email	GA/GA Phone	Office Hours
Winston Sih	winston.sih@ryerson.ca	NA	Online / by appointment
<i>Only Ryerson emails are to be used for communication between faculty, staff, and students. All news (announcements) posted on class D2L.</i>			

AUAS Faculty	AUAS Faculty Email
Rick Goossens	r.goossens@hva.nl
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Course Description

In the Global Campus Studio Supercourse, internationally diverse teams of students gain experience in globally-minded creative entrepreneurship. This international venture gives students the opportunity to virtually collaborate on the development, production, marketing and distribution of creative co-productions with international partners. Within a studio setting, enhanced by contemporary collaboration tools and technologies, students have the opportunity to co-create new projects in disciplines such as television, film, theatre, dance, fashion, documentary, experiential entertainment, and beyond.

Course Details

Teaching Methods

This is a Virtual Studio course. Zoom will be used, along with the Google Suite and Discord. Additional free software may be suggested for remote collaboration purposes.

Class time may change based on time zones and international collaborator availability, and will be communicated to students with advanced notice.

Students will participate in a virtual class, using Zoom, for two hours each week, with a third hour for studio work once students are in teams. Students are expected to work with their teams asynchronously, outside of class time, to meet project goals and deadlines.

Variations within a Course

In fall 2020, there are three sections of the Global Campus Studio. Each section has a unique syllabus based on a specific creative brief and the domain expertise of the international academic partner. Learning objectives are shared across all three sections, and there will be scheduled opportunities for students across sections to engage with and learn from each other.

Required Readings, Resources & Materials

Course Materials

Information about textbooks, course readings, and other course materials or equipment, and how to access them. Specific details on any instructional technology requirements in course work, assignments or exams.

Required content:

- GCS Video Library:
<https://www.ryerson.ca/fcad/international/global-campus-studio/GCSglobolessons/>
- GCS Tutorials:
<https://drive.google.com/drive/folders/1by99Lvzq5AqIEIUoat1PHxemxktcY4Nc?usp=sharing>
- Readings, as specified by the instructor (and subject to change, based on student projects/themes)
- Videos or other media, as specified by the instructor (and subject to change, based on student projects/themes)

Resources:

- Google Drive: <https://drive.google.com/drive/u/1/folders/0AKRapzUW-c6NUk9PVA>
- Access the Global Campus Studio Discord:
<https://discord.com/channels/750002108752855162>
- To accept our group invite for the first time and/or to create a username:
<https://discord.gg/CJegdVn>
- Upon creation of your Discord account, please fill out the below Google Form to be added to your class group and access the Google Group email list:
<https://forms.gle/mXYhrwLhv17ehMfU6>
- Zoom
- Other resources may be suggested, based on student projects/themes.

Note: If you require students to have access to specific equipment (webcam, microphone) or computer programs, let students know any necessary specifications and any supports that

might be available to them. You can also ask students to complete a **Student Technology Survey**.

The University has issued a minimum technology requirement for remote learning. Details can be found at:





<https://www.ryerson.ca/covid-19/students/minimum-technology-requirements-remote-learning/>

It is strongly encouraged that student privacy and access to technology be considered before students are asked to turn on their webcam video.

Weekly Schedule (Subject to change)



WEEK ONE

Monday January 18, 2021

	TOPICS	Intro and Welcome Review Syllabus and major assignments
	DISCUSS	Why do students want to collaborate internationally? What do students know about their partner country? What do they think the other students should know about their country?
	WORKSHOP	Using digital collaboration tools; setting up Discord translation bot.
	ASSIGNMENTS	Digital Transformation Brief strategy for a unique cultural sector or experience Critical Reflection on remote collaboration Intro Video & Portfolio



WEEK TWO

Monday January 25, 2021





	TOPICS	Getting to know each other (and how to communicate) Icebreaker Interviews* & Question Roulette** Notes: * (smaller groups in breakout rooms); ** (any outstanding questions students want to ask back in main Zoom room)
	DISCUSS	Cultural Similarities and Differences, international business etiquette and workplace culture in the other country. (Culture Map)

WEEK THREE


Monday 1 February 2021

	TOPICS	Portfolio sharing: Students present their portfolios and make notes on who they'd like to work with.
	ASYNCHRONOUS ASSIGNMENT	Media Diary



WEEK FOUR *Monday 8 February 2021*

	TOPICS	Media Consumption Analysis Defining the challenge they want to tackle: The impact of COVID on diverse creative industries <i>Groups are formed!!!</i>
	DISCUSS	Media Diary Comparisons and Discussion Students work in group for the first time Defining roles, and interests among groups, focus on getting to know each other.
	ASSIGNMENT	"Virtual Coffee" or walk around the neighbourhood
	ASSIGNMENT	Pitches (see Digital Transformation Brief, Part A): students create a one-sheet concept document in response to the brief


STUDY WEEK *Monday 15 February 2021*
READING WEEK NO SYNCHRONOUS CLASS

	DISCUSS	on Discord Cultural Changes Reflection: Conversation on Discord Examples of media and art created in a socially distanced context
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WEEK FIVE *Monday 22 February 2021*








	TOPICS	Concept Development and Personas Start defining scope of projects; walk students through timeline for concept development and milestones
	DISCUSS	Using the Concept Development & Personas Worksheet , students work in groups on concept pitch presentation Instructors meet with each group individually

WEEK SIX *Monday 1 March 2021*

	TOPICS	How to give, get, and incorporate feedback Students present midterms (pitches)
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WEEK SEVEN *Monday 8 March 2021*

	TOPICS	Team dynamics and pipelines. Review Digital Transformation Brief, Part B . Work period.
	DISCUSS	Production Planning ; breaking projects into component parts with internal deadlines and point people.

WEEK EIGHT		Monday 15 March 2021
	TOPICS	Iterative design; design thinking process. Work period.
	DISCUSS	How to ensure that your audience/customer/user experience aligns with your goals and intent.
WEEK NINE		Monday 22 March 2021
	TOPICS	Developing presentation materials (see Digital Transformation Brief, Part C) for asynchronous presentation. Work period.
WEEK TEN		Monday 29 March 2021
	TOPICS	Internal presentations of digital transformation projects & testing (students expected to incorporate feedback before final showcase)
WEEK ELEVEN		Monday 5 April 2021
	TOPICS	Continued internal presentations & testing
WEEK TWELVE		Monday 12 April 2021
	TOPICS	Conference: students share their critical reflections and thoughts on best practices for international collaboration and co-creation.
	DUE	Critical reflection on remote collaboration
GCS Showcase		<i>DATE TBD</i>

Assignments, Evaluation, Marking

Assignment	Brief Description	Due Date	% of Final Grade
#1	Participation		25%
#2	Critical Reflection		25%
#3	Process		25%
#4	Product/Final Prototype and Presentation Materials		25%

Description of Assignments

Please note that additional details / information on assignments may be posted on the Course D2L. Different sections may assign students for team projects in different ways. Professors reserve the right to (re)assign students to balance numbers and skills.

❑ #1 Participation

- This includes participation in in-class exercises and discussion; intro video; portfolio; virtual coffee; media diary and other small exercises, as assigned.
- Participation will be assessed on the following dimensions: timely and comprehensive completion of exercises, quality of content, engagement in class discussions and activities, thoughtfulness in a group setting.

❑ #2 Critical Reflection

- Throughout the semester, students are encouraged to reflect on their experiences working virtually, remotely, and with international teams. In the critical reflection, you are expected to answer a series of questions and summarize a series of 4-6 best practices (and possibly, things to avoid) with regards to international, remote co-creation and collaboration. This will be presented in a conference format, Dec 4.
- This assignment will be assessed on the following dimensions: Quality of content, quality of written communication and attention to grammar and style, attention to detail, comprehensive analysis of issues related to international co-creation and remote collaboration.

❑ #3 Process

- In an interdisciplinary, international group, you will be developing a prototype in response to a creative brief. This semester, your brief is to reimagine or rebuild the creative industries, post Covid. Projects will be developed within an iterative design cycle, incorporating audience research, concept development, and ongoing testing and refinement.
- This assignment will be assessed on the following dimensions: Timely completion of the iterative steps involved in the development process and openness/adaptiveness to feedback,

quality of output, novelty or usefulness of concept, individual contributions to your group, reflection on group dynamics.

❑ **#4 Product/Final Prototype and Presentation Materials**

- For your final product, you are required to submit a prototype of your concept as well as presentation materials to convey its intended use and purpose. The final product should reflect the shared contributions of the international, interdisciplinary team. This will be presented in class Nov 20 and 27, and in a digital showcase, Dec 7.
- This assignment will be assessed on the following dimensions: Quality of output, attention to detail, and novelty or usefulness of concept, for both prototype and presentation materials; individual contributions to your group, reflection on group dynamics.

Handing in Papers

Late Policy

Other Relevant Information

- Academic Consideration (e.g., extended assignment deadlines, make-up assessments) may be requested on the basis of Extenuating Circumstances (such as health or compassion), and must be supported by a properly completed documentation such as a Ryerson University PDF file Student Health Certificate.

Note: Part of the Ryerson University Student Health Certificate must be completed by a Regulated Health Professional (RHP).

The instructor and/or the Teaching Department reserve the right to verify the authenticity of any health certificates submitted.

Requests for Academic Consideration must be submitted to the teaching department for verification via the on-line ACR system within 72 hours of the missed deadline.

<https://www.ryerson.ca/senate/course-outline-policies/academic-consideration-health-policy-134-152/>

- **NEW for Fall 2020 due to COVID-19: Students who miss an assessment due to cold or flu-like symptoms, or due to self-isolation, are currently not required to provide a health certificate. Other absences must follow Senate Policy 167: Academic Consideration.**
- Religious or cultural observations accommodations must be requested by the end of the second week of the term. <https://www.ryerson.ca/humanrights/religious-cultural-observances/>
- We expect that all communications by e-mail and in person between students, their colleagues, and instructors will be civil and professional as per *Senate Policy #61*.
- Grades are posted on the D2L. Not all materials submitted for marking will be returned, so make extra copies for your records.
- Assignments submitted late, without extension, will result in a penalty of (5% deducted per day, 10% for a weekend). Do not wait until the last moment to submit your paper. Allow for technical glitches. Missed presentations without permission will result in a 0;

- Check with your individual professor to see if they require hard copies or not of the assignments.
- Students are required to retain a copy of all work undertaken as well as *all rough materials, references, sources, and notes* until the marked original has been returned.
- The professors reserve the right to modify the syllabus and assignments as required over the course of the term, but any changes to the course assignments, due dates, and/or grading scheme will be discussed with the class prior to being implemented.
- On occasion guest speakers may attend our class. Students should refrain from contacting these guests after the class, unless invited to do so.
- The unauthorized use of intellectual property of others, including your professors', for distribution, sale, or profit is expressly prohibited, in accordance with Policy 60 (Sections 2.8, 2.10). Intellectual property in this context includes, but is not limited to: slides, lecture notes, presentation materials used in and out of class, lab manuals, course packs, and exams.
- **Students are expected to show respect for their fellow students:**
 - Arrive on time (***before*** 10 minutes after the hour). Be ready to start.
 - Do not indulge in side conversations in class. Disruptive students will be asked to leave. We reserve the right to adjust a student's overall mark if they interfere with their colleagues' learning.
 - ***NO*** eating in class. Coffee or water are fine.

Technology Statement

At the discretion of the instructor, computers, tablets, and other electronic devices are allowed in class to take notes, annotate lecture slides, and do quick internet searches of relevant materials only. All devices should be on silent/mute. Computers and tablets should not be used to email or message during class. Phones are not to be used, including for texting and messaging. Students on Facebook or Youtube, watching the hockey game or texting distract not only themselves but also their colleagues. Any student who gratuitously "multitasks" will not be allowed to use electronic devices in the classroom.

No electronic recording of any segment of lectures / sessions without the express prior agreement of the instructor.

It is expected that assistive technologies as detailed in Ryerson Senate Policy 159 (Academic Accommodation of Students) are to be used in keeping with this technology statement.

This course is conducted in accordance with all relevant University academic policies and procedures and students are expected to familiarize themselves with them and adhere to them. Students should refer online to for specific information with respect to the following policies:

- [Policy #60](#): Academic Integrity
- [Policy #61](#): Student Code of Non-Academic Conduct
- [Policy #135](#): Final Examinations
- [Policy #157](#): Ryerson's E-mail Accounts for Official Communication
- [Policy #159](#): Academic Accommodation of Students with Disabilities
- [Policy #166](#): Course Management

- [Policy 167: Academic Consideration NEW for Fall 2020](#)
- [Policy 168 Grade and Standing Appeals NEW for Fall 2020](#)

Important Resources Available at Ryerson

- [The Library](#) provides research workshops and individual assistance. If the University is open, there is a Research Help desk on the second floor of the library, or go to [Workshops](#).
- [Student Learning Support](#) offers group-based and individual help with writing, math, study skills, and transition support, as well as [resources and checklists to support students as online learners](#).
- [Ryerson COVID-19 Information and Updates for Students](#) summarizes the variety of resources available to students during the pandemic.
- Familiarize yourself with the tools you will need to use for remote learning. The [Continuity of Learning Guide](#) for students includes guides to completing quizzes or exams in D2L or Respondus, using D2L Brightspace, joining online meetings or lectures, and collaborating with the Google Suite.
- *At Ryerson, we recognize that things can come up throughout the term that student's ability to succeed in their coursework. These circumstances are outside of one's control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis. Below are resources we encourage all Ryerson community members to access to ensure support is reachable. <https://www.ryerson.ca/mental-health-wellbeing>*

If support is needed immediately, you can access these outside resources at anytime:
Distress Line — 24/7 line for if you are in crisis, feeling suicidal or in need of emotional support (phone: 416-408-4357)
Good2Talk- 24/7 hour line for postsecondary students (phone: 1-866-925-5454)

For more information on CI Academic Policies & Procedures and links to resources please see: <https://www.ryerson.ca/creativeindustries/academic-advising/>

Course Objectives

<p>By the end of this course, students will be able to:</p>	<p>And in doing so will fulfil the following program learning outcome (at least in part) vis-a-vis Introduction (I), Reinforcement ®, Proficiency (P)</p>
<p>Work both Internationally and Transdisciplinarily to design, develop and prototype a final creative product</p>	<p>1A-P , 2A-R, 3A -P, 3C-R, 4A-P, 4B-P, 4C-P, 5A-R, 5C-R, 6A-P, 6B-P, 6D-P, 7A-R, 7C-R, 7D-P, 8-P</p>

Understand the opportunities and challenges that are unique to international collaborations, and how best to manage them.	6P, 8P
Identify the skills required to produce their desired output, and proceed to acquire those skills or identify team members who excel in those areas.	2A-P, 3A-P, 5-R
Understand the interplay between content and format, and purposefully design an experience that utilizes the best creative mechanics for the desired outcome or audience experience.	2A-P, 3A-P
Engage in extracurricular research related to demographics, international markets, and project subject matter, for the benefit of the prototype being developed.	5-R
Use key terms related to creativity	4-R, 5-R, 7A-R
Reflect on one's own creative process and that of others	3A-P, 3C-R, 4-P, 8-P
Understand the challenges of remote work and develop strategies and best-practices for virtual collaboration.	4A-P, 4B-P, 6P, 8P
As per the 8 Creative Industries Program Objectives below, students will continue to contribute, demonstrate, facilitate, communicate, research, implement and manage, design strategies, understand personal limits and act socially responsible.	

Program Learning Outcomes
Contribute productively to the Creative Industries
LO 1a- critically analyze and synthesize knowledge of the cultural, economic, legal, political, and technological environments in which the Creative Industries function,
LO 1b- recommend how Creative Industries as sectors or as individual enterprises should best manage interactions with cultural, economic, legal, governmental and technical spheres and work confidently with industry, government and community organizations in the Canadian and international contexts;
Demonstrate an entrepreneurial capacity
LO 2a- engage in independent learning
LO 2b- transform creative ideas into commercial products and services through the application of business and management concepts and practices applicable to media and cultural production.
Facilitate the work of artists, writers, designers and media makers by
LO 3a- apply an integrated knowledge of creative and production processes (both individual and system-base to facilitate the work of artists, writers, designers and media makers
LO 3b- develop strategies to access funding and investments; to facilitate the work of artists, writers, designers and media makers,
LO 3c- recognizing and responding to future challenges and opportunities in their sectors including technological change to facilitate the work of artists, writers, designers and media makers,.
Communicate
LO 4a- verbally communicate within and to creative enterprises, academia and industry effectively and persuasively
LO 4b- in written form, communicate within and to creative enterprises, academia and industry effectively and persuasively
LO 4c- communicate by preparing and conducting presentations using a range of appropriate media, within and to creative enterprises, academia, and industry effectively and persuasively
Conduct research relevant to cultural and industry issues,

LO 5a- formulate appropriate research questions and conceptual frameworks; employing appropriate data collection techniques
LO 5b- apply appropriate quantitative tools and methodologies and/or
LO 5c- apply appropriate qualitative tools and methodologies
Implement and manage projects
LO 6a- problem-solving - implement and manage projects requiring
LO 6b- team building - implement and manage projects requiring
LO 6c- negotiation - implement and manage projects requiring
LO 6d- collaborative work practices - implement and manage projects requiring
Apply skills and knowledge
LO 7a- critically evaluate the aesthetic quality of creative works
LO 7b- apply fundamental business and management skills within organizations and as entrepreneurs,
LO 7c- integrate an aesthetic sensibility and business acumen to the practical realities of production, promotion, and distribution of commercial or noncommercial cultural products with an understanding of the theoretical and historical underpinnings of one or more creative industry sectors;
LO 7d -Recognize when more information is required to address the limits of one's own knowledge, abilities, and analyses and determine appropriate next steps
Autonomy, Professional Capacity, and Social Responsibility
LO 8a-Develop a personal plan for continuing development of professional skills and flexible ongoing career paths
LO 8b -act as socially responsible citizens with integrity and strong ethical mores
LO 8c -Work towards creating diverse and inclusive cultural opportunities accessible to all