

Concept of the Intellectual Lab

Title of the Intellectual Lab	<i>Youth in the City</i>		
ECTS workload	2		
Total indicative study hours	Directed Study	Self-directed study	Total
	16	12	28
Lab Overview	<p><i>Regardless of the age, the city is always the most mediated space. At the present stage, it is increasingly permeated by digital technology, which is understood in the concepts of "media city", "digital city" and "hybrid city".</i></p> <p><i>The lab will focus on the relationship between youth, city and digital technologies. Although the digital environment is becoming today a part of city life of all age groups, theorists emphasize special relationships between digital technologies and the younger people. This uniqueness of this experience is conceptualized in terms of "Net Generation" (Tapscott, 2008), "Digital Natives" (Prensky, 2001), "App Generation" (Davis & Gardner, 2013).</i></p> <p><i>Students will analyze the specifics of "digital city" (for example, hybrid game Pokemon Go) and create projects on development of city hybrid infrastructure.</i></p> <p><i>The program will implement an opportunity to develop critical thinking through the analysis of real cases, collaboration skills, communication and creativity through the development of projects aimed at problem solving.</i></p>		
Intended Learning Outcomes (ILO)	Collaboration	Students are able to resolve a conflict and to cooperate with group members and take advantage of a group decision as an effective problem-solving activity.	
	Communication	Students are able to communicate in impactful ways and to find a well-suited communication channel in varied social, business and economic cases and environment.	
	Creativity	Students are able to develop available tools and methods and to apply them for certain cases and challenges. Students can improve projects and concepts by the force of innovative ideas and trend-setting intentions.	
	Critical thinking	Students are able to analyze social, business and economic cases through various perspectives and to come to independent decisions based on comprehensive review.	
Learning Resources, methods, assessment			
№	Tasks of the Case		
1	<i>Problem situation analysis: analysis of the context of the situation, identification of the main participants and agents of influence, identification of the elements of the problem.</i>		

2.	<i>Search for necessary information: analysis of academic discussion of the problem, identification of public debate on the problem, accumulation of statistical data on the social and economic situation.</i>
3.	<i>Search for possible ways to solve the problem: search for potentially interested target groups and partners, analysis of possible mechanisms of solution, search for potential channels of information dissemination, fundraising.</i>
4.	<i>Development of the project aimed at solving the problem: goal, objectives, target groups, partners, set of actions.</i>
5.	<i>Preparation of the project presentation: identification of key points of presentation, creation of PowerPoint presentation, preparation of the speech.</i>
6.	<i>Presentation of the project: public presentation, answers to questions.</i>
Assessment Tools	<ol style="list-style-type: none"> 1. Rules and Criteria of Peer-Review 2. Rules and Criteria of Tutor Assessment (Annex 1) Final grade = Peer review (50%) + Academic Mentor Assessment (50%)
Readings & Learning Resources	<p>Subrahmanyam K., Smahel D. <i>Digital youth: The role of media in development.</i> – Springer Science & Business Media, 2010. https://link.springer.com/book/10.1007%2F978-1-4419-6278-2 (available throw https://library.hse.ru/e-resources)</p> <p>Alessandro Aurigi and Professor Matthew Carmona <i>Making the Digital City : The Early Shaping of Urban Internet Space.</i> https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=4758378&query=digital+city</p> <p>Kathrin Horschelmann, Lorraine van Blerk <i>Children, Youth and the City</i> Routledge, 17 юон. 2013</p> <p>Johanna Sumiala & Annaliina Niitamo (eds.) <i>Youth in the Media City. Belonging and Control on the Move 2019 Finnish Youth Research Society</i> https://www.youth-in-the-media-city.org/</p>
Online Support for the Course	MS Teams
Facilities, Equipment and Software	-
Academic Mentor	<p><i>Prof. Elena Omelchenko</i> Director of Centre for Youth Studies Professor at Department of Sociology Programme Academic Supervisor “Modern Social Analysis” St.Petersburg School of Social Sciences and Area Studies HRU "Higher School of Economics - St. Petersburg"</p>
Lab Tutor(s)	<p>Alina Maiboroda, junior research fellow at the Centre for Youth Studies, senior lecturer of the Department of Sociology HSE</p> <p>Yulia Epanova, associate professor of the Department of Sociology, manager of the Centre of Youth Studies</p> <p>Anastasia Sablina , lecturer of the Department of Sociology, associate research fellow of the Centre of Youth Studies</p> <p>Evgeniya Kuziner, research assistant at the Centre for Youth Studies HSE</p>

Intended Learning Outcomes (ILO) Delivering

Assessment Criteria for Tutors	Collaboration	Communication	Creativity	Critical Thinking
Excellent	Demonstrate effective cooperation with group members, able to support group discussion and have a proactive and initiative role, demonstrate the high appreciation of task's coordination among group members.	Demonstrate engaged and influencing communication with group members and tutor, understanding and respectfulness of different viewpoints, tactful and reasoned explanation of the own standpoint. Able to answer and interpret all questions in detailed and clear way.	Demonstrate the excellent level of understanding of problematic aspects and core items, able to propose original and detailed solutions and methods and look for unconventional approaches, involve flexible approaches in the process of studying the problems and cases.	Answer is fully related to the topic and strongly argued. Alternative and opponent views are critically estimated. Demonstrate excellent evaluation and analysis of various sources of information. The presentation of the own opinion has reasonable logical and complex base.
Good	Demonstrate cooperation with group members, able to participate and support group discussion and appreciation of task's coordination among group members.	Demonstrate engaged communication with group members and tutor, understanding and respectfulness of different viewpoints and tactful explanation of the own standpoint. Able to answer and interpret all questions.	Demonstrate the high level of understanding of problematic aspects and core items, able to propose original solutions and methods and look for unconventional approaches.	Answer is fully related to the topic and argued, but doesn't include critical estimation of alternative views. Demonstrate high-quality evaluation of various sources of information. The presentation of the own opinion has reasonable base.
Satisfactory	Demonstrate feeble cooperation with group members, participation in group discussion only upon request and appreciation of task's coordination among group members.	Communicate with group members and tutor upon the request, but try to understand different viewpoints and explain the own standpoint. Able to answer the majority of questions.	Demonstrate the satisfactory level of understanding of problematic aspects and core items, attempts to propose original solutions and methods.	Answer is generally related to the topic. Demonstrate satisfactory evaluation of the several sources of information and analysis. Presentation of the own opinion is discursive.
Fail	Cannot cooperate with group members and participate in group discussion. Unable to understand the value of task's coordination among group members.	Cannot communicate with group members and tutor and don't work toward the understanding of different group member's viewpoints. Unable to minimize the inconvenience and answer questions.	Demonstrate the lack of understanding of problematic aspects and core items, unable to propose original solutions and methods.	Answer is barely related to the topic, fail to evaluate the sources of information; fail to discuss and analyze practices and perspectives; fail to argue in favor of own opinion.