**Title of the module**

DIGM6180 (EL618) Digital Futures

1. **School or partner institution which will be responsible for management of the module**

School of Engineering and Digital Arts

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

 Level 6

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term

1. **Prerequisite and co-requisite modules**

No co-requisite or pre-requisite modules

1. **The programmes of study to which the module contributes**

BA/MArt Digital Arts

BA/MArt Digital Arts with a year in industry

BSc Multimedia Technology and Design

BSc Multimedia Technology and Design with a year in industry

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Describe major developments in societal studies of science and technology and understand

 their societal impact

8.2 Critically reflect on, analyse and evaluate current and future impact of digital technologies on

 culture and society

8.3 Apply a critical approach to the use and misuse of digital technologies

8.4 Present their research findings

1. **The intended generic learning outcomes.**On successfully completing the module students will be able to:

9.1 Think critically and apply reasoning and reflection

9.2 Make a presentation to an audience

9.3 Learn effectively for continuing professional development

9.4 Manage their time and resources

9.5 Work effectively as a member of a team

1. **A synopsis of the curriculum**

This module is concerned with social and cultural transformations brought about by the rapid developments of digital technologies. It will introduce case studies of major technological developments and their impact on culture and society. Topics will include: the digital divide, cybercrime, surveillance, automation and AI, virtual communities, digital transformations and future technological trends, technology and ethics, transhumanism and cyborgs, identity in the age of the internet.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Carr, N. (2011) *The Shallows: How the Internet is Changing the Way We Think, Read and Remember*. London: Atlantic Books

Gere, C. (2008) *Digital Culture*.London:Reaktion Books

Gillespie. A. (2015) *Cybercrime.* Oxon: Routledge

Selwyn, N. (2016) *Is Technology Good for Education?* Cambridge: Polity Press.

Turkle, S. (1996) *Life on the Screen: Identity in the Age of the Internet*, London: Weidenfeld & Nicolson.

Vaidhyanathan, Siva (2008) *The Googlization of Everything (And why we should worry).* Berkeley: University of California Press.

1. **Learning and teaching methods**Contact hours 42
Private study 258
Total Hours 300
2. **Assessment methods**
	1. Main assessment methods

Team Presentation (20%) – 15 minutes per student

Research paper (60%) of 2,500-words - individual

Student-led seminars (20%) – 1-hour –student-led seminar

13.2 Reassessment methods

100% coursework.

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | x | x | x |  | x |  | x | x | x |
| *Lectures* | x | x | x |  |  |  |  |  |  |
| *Seminars* | x | x | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *Team Presentation* | x |  | x | x | x | x | x | x | x |
| *Research paper* |  | x | x | x | x |  | x | x |  |
| *Student-led seminars* | x |  |  | x | x | x | x |  | x |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury.

1. **Internationalisation**

The module will introduce and reflect upon the impact rapidly changing digital technologies are having on the global culture and society.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 11/02/19 | Major | September 2019 | 1, 4, 9, 12, 13 | No |
|  |  |  |  |  |