1. **Title of the module**

DIGM6430 Design Futures and Emerging Technology

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

Computing, Engineering and Mathematical Sciences

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**

15 credits (7.5 ECTS)

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

Spring term

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

No co-requisite or pre-requisite modules

1. **The course(s) of study to which the module contributes**

BSc Digital Design

BSc Digital Design with a year in industry

BSc Digital Design with a Year Abroad

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 Organise and manage time and resources within an individual project and a team project

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 and design developments and their impact on culture and society. Topics will include: the digital divide, serious design applications, automation and AI, digital transformations and future technological trends, technology and ethics, transhumanism, 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

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.

Tegmark, M. (2018) *Life 3.0: Being Human in the Age of Artificial Intelligence.* London: Penguin Books Ltd

1. **Learning and teaching methods**Contact hours 20  
   Private study 130  
   Total Hours 150
2. **Assessment methods**
   1. Main assessment methods

Research poster (20%) – A3 poster - individual

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

Student-led seminars (20%) – 1-hour –student-led seminar group based, individually assessed

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* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | x | x | x |  | x |  | x |
| *Lectures* | x | x | x |  |  |  |  |
| *Seminars* | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |
| *Research poster* | x | x | x | x | x | x | x |
| *Research paper* |  | x | x | x | x |  | x |
| *Student-led seminars* | x |  |  | x | x | x | x |

1. **Inclusive module design**

The Division 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.

**FACULTIES SUPPORT OFFICE USE ONLY**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 |
| 15/10/2020 | Major | September 2023 | 1,4,5,7,9,10,11,12,13,14 | No |