1. KentVision Code and title of the module

MEMS8001 Digital Futures for Medieval and Early Modern Pasts

## Division and School/Department or partner institution which will be responsible for management of the module

Arts and Humanities, Centre for Medieval and Early Modern Studies

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 7

## The number of credits and the ECTS value which the module represents

30 credits (15 ECTS)

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

Autumn

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Optional to the following courses:

MEMS MA-T programme

English MA-T programme

History MA-T programme

Also available as an elective module

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

* 1. Demonstrate a clear working understanding of the tools and platforms commonly used in digital humanities projects;
  2. Demonstrate a critical comprehension in past and present work about digital humanities practices;
  3. Express a critical awareness of the strengths and weaknesses of existing digital humanities projects;
  4. Understand and convey an informed understanding of the future direction of digital humanities work.

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

* 1. Apply, evaluate and critique methodologies in the study and practice of digital humanities and incorporate these in their own research;
  2. Demonstrate a conceptual and critical engagement with current research in the discipline;
  3. Convey new or complex ideas in written or oral form with greater clarity;
  4. Take responsibility for an independent research project, including identifying appropriate primary material for use in a digital humanities project, and undertaking self-directed research and learning to bring the project to completion.

## A synopsis of the curriculum

What is the digital future for our study of the past? What tools, resources, and platforms are available to convert information, images, and objects from the past into a digital format, and what is in the pipeline for future development? Most importantly, what skills are necessary for such work, and how can we best prepare for the future of historical research? In this module, that explores the past, present, and future of digital humanities research, students will learn about practices and methods surrounding the management and preservation of data for posterity. In doing so, they will learn key concepts about accessibility, searchability, limitations, copyright, future-proofing, and inter-operability, and think through issues arising from user experience. The module will appeal to all students interested in heritage, digital experiences, gaming, virtual reality, encoding, and library and archival training, though no prior experience in these areas is required.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Total contact hours: 22

Private study hours: 278

Total study hours: 300

## Assessment methods

* 1. Main assessment methods

2,000 word report, designed as a blog post, about a digital resource or set of digital resources (25%)

Independent project (commensurate to 4,000 words of work) (75%)

13.2 Reassessment methods

100% coursework

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Report (Blog Post) | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Independent Project | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

## 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

The global pandemic shed further light upon the enormous value attached to accessible online resources and digitally driven research. This module instructs in and advocates for shared working practices within a global research community and considers issues arising from language use and accessibility. The module will make students aware that they are part of a wider international research community, and that digital resources and digital work can break down or collapse barriers of distance, language, and access.

**DIVISIONAL USE ONLY**

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

| Date approved | New or major/minor revision | Start date of delivery of (revised) version | Section revised  (if applicable) | Impacts CLOs |
| --- | --- | --- | --- | --- |
| 13/12/2022 | New | 2023/24 | N/A | No |
|  |  |  |  |  |