



## Module Specification

1. Factual Information			
<b>Module title</b>	<b>T175: Networked Living: exploring Information and Communication Technologies</b>	<b>Level</b>	Undergraduate
<b>Module tutor</b>		<b>Credit value</b>	30
<b>Module type</b>	Taught	<b>Notional learning hours</b>	

### 2. Rationale for the module and its links with other modules

This is a basic Level 1 module which will introduce the students to the ever-expanding field of Information and Communication Technologies (ICTs). This module has two parts in the first part, the students will study several topics such as the following: ICTs in our lives, how to describe and represent ICT systems using the system map and block diagram. Moreover, this module presents details about software, hardware, communication devices, wired and wireless networks, wireless standards, signals, signals transmission, scientific notation, digital ICTs such as digital images, common compression techniques, ICTs used in news gathering and dissemination, newsgathering now, anatomy of digital camcorder and authority and the variety of information sources.

In the second part of this module, the students will study several topics related spreadsheet basics, graphics, computers and animation, How ICTs are influencing, and changing, some aspects of healthcare. Information about health, and on how ICTs support the communication of that information. How information about health can be communicated (available) to people, familiar ICT systems such as the internet, telephones and broadcast TV and radio are all being used. Who has access to the information and how the information is used. (use information appropriately). Telemedicine. Telesurgery. The project of computerizing the medical records in UK and related ICTs.

Networks and transport. Traffic information. Modelling traffic. Charging methods. Tracking technology. Smarter vehicles.

Scope of e-government. Databases. Biometrics identification. Usability and accessibility. E-government other views.

### **3. Aims of the module**

The module aims to:

- Help the student to develop an understanding of how ICTs work, and the principles behind them;
- Show how ICTs are used in networking, communication and identity, and entertainment and broadcasting, and their effects on our lives;
- Show how ICTs are used in Health, transport and government, and their effects on our lives;
- Prepare the student for further academic study by helping him to develop his/her study skills.

### **4. Pre-requisite modules or specified entry requirements**

EL111

## 5. Intended learning outcomes

A. Knowledge and understanding	Learning and teaching strategy
<p>After studying the module, the students will be able to:</p> <ul style="list-style-type: none"> <li>A1. Know terminologies related to ICTs, and use it appropriately.</li> <li>A2. Understand concepts, processes and techniques associated with ICTs.</li> <li>A3. Be familiar with some physical principles underlying ICT systems.</li> <li>A4. Use ICTs in networking, communication and identity, and entertainment and broadcasting, and for different purposes.</li> <li>A5. Be updated with the developments in ICTs and the implications of these developments.</li> <li>A6. Aware the social issues raised by ICTs.</li> <li>A7. Apply ICTs in Health, transport and government.</li> <li>A8. Gain a basic understanding of some fundamental technological concepts, principles and techniques associated with computers and digital communication systems, at both the individual component and the system level.</li> <li>A9. Attain knowledge of a basic understanding of some physical principles underlying computer and digital communication systems.</li> <li>A10. Acquire some of the ways in which information and communication technologies are used in, and impact on, commercial, educational, social, political and personal domains.</li> <li>A11. Gain awareness for some major trends in information and communication technologies and of the implications of these trends.</li> </ul>	<ul style="list-style-type: none"> <li>• 25% face-to-face tutorial sessions</li> <li>• TMA work</li> <li>• Module learning booklets and support material</li> </ul>

A. Knowledge and understanding	Learning and teaching strategy

B. Cognitive skills	Learning and teaching strategy
<p>After studying the module, the students will be able to:</p> <ul style="list-style-type: none"> <li>B1. Interpret and develop models of ICT systems.</li> <li>B2. Compare ICT systems and their components.</li> <li>B3. Analyse and interpret aspects of ICTs and their contexts.</li> <li>B4. Apply ICT concepts in new situations.</li> <li>B5. Use appropriately the concepts and principles introduced in the module.</li> <li>B6. Perform techniques such as modelling and diagramming to Information and Communications systems and/or their components being aware of the limitations involved.</li> <li>B7. Evaluate evidence relating to social, historical, economic, political and personal issues as they apply to computer and communication technologies, and make reasoned arguments about these issues.</li> </ul>	<ul style="list-style-type: none"> <li>• 25% face-to-face tutorial sessions</li> <li>• TMA work</li> <li>• Module learning booklets and support material</li> </ul>

C. Practical and professional skills	Learning and teaching strategy
<p>After studying the module, the students will be able to:</p>	

C. Practical and professional skills	Learning and teaching strategy
<p>C1. Plan and organise his/her work.</p> <p>C2. Use spreadsheets to create models and solve problems.</p> <p>C3. Work collaboratively with others using computer-mediated communication.</p> <p>C4. Apply ICTs in Health, transport and government.</p> <p>C5. Use appropriate diagramming and modelling tools.</p> <p>C6. Keep systematic records of work in progress and outcomes.</p>	<ul style="list-style-type: none"> <li>• 25% face-to-face tutorial sessions</li> <li>• TMA work</li> <li>• Module learning booklets and support material</li> </ul>

D Key transferable skills	Learning and teaching strategy
<p>After studying the module, the students will be able to:</p> <p>D1. Use a range of resources related to ICTs.</p> <p>D2. Apply information technology effectively to produce documents, reports and web pages.</p> <p>D3. Perform calculations relevant to ICTs such as duty cycle.</p> <p>D4. Evaluate the performance of ICT technologies.</p> <p>D5. Analyse and evaluate ICT systems.</p> <p>D6. Understand the strengths and needs of their own learning; recognize and use different learning styles; identify opportunities for personal and professional development.</p> <p>D7. Communicate accurately and reliably, in a structured and coherent fashion, recognizing purpose and audience.</p> <p>D8. Work effectively with others in a distance setting where the collaboration is undertaken via computer-mediated.</p>	<ul style="list-style-type: none"> <li>• 25% face-to-face tutorial sessions</li> <li>• TMA work</li> <li>• Module learning booklets and support material</li> </ul>

D Key transferable skills	Learning and teaching strategy
<p>communication.</p> <p>D9. Practice appropriate numerical and mathematical skills to analyse data.</p> <p>D10. Find and select information for a specific purpose, including via the Web.</p>	

6. Indicative content.
<p>The module is divided into 4 blocks.</p> <p><b>Block1:</b> Living in a networked world provides an introduction to ICT systems and to the module. It introduces some of the ICT concepts and contexts which you will study in more depth as you progress through the module. It also begins to develop your learning, communication and numeracy skills.</p> <p><b>Block2:</b> Communication and identity looks at how network scan connect people, information and devices. It also considers the role of identity in communication –identities of devices and of people. Most of this block is delivered online so that you can develop skills in navigating, searching and learning from the World Wide Web.</p> <p><b>Block3:</b> Entertainment and information considers how ICT shave transformed entertainment and news broadcasting. It explains some underlying ICT concepts in the context of digital images, film, computer games, news gathering and broadcasting. As part of this block you will use spreadsheets to create some simple models. Graphics. Computers and animation.</p> <p><b>Block 4</b> Health, transport and government explores three contexts in which ICTs are becoming increasingly important. You will learn about the systems and concepts used in these settings: for example, e-government websites, information systems in the health service, communication systems in road networks. By looking at three different contexts, this block will help you consolidate your knowledge of ICTs.</p>

**7. Assessment strategy, assessment methods and their relative weightings**

TMA Work: 20%

MTA: 30%

Exam: 50%

<b>8. Learning outcomes</b>	<b>Teaching and learning</b>	<b>Assessment method(s) strategy</b>
Knowledge and understanding	Students will learn independently and at a distance using teaching texts supported by other information sources, CD-ROM and web supported software, web-based and multimedia resources. Students will be supported in their learning by a variety of activities, face to face (and online) tutorials, telephone, email and computer conferences	TMA Work: 20% MTA: 30% Final Exam: 50%
Cognitive skills	Students will develop their cognitive skills by means of appropriate activities throughout their learning materials. These activities will be supported through face-toface and on-line tutorials and tutor-led activities, computer conferences and tutor feedback.	TMA Work: 20% MTA: 30% Final Exam: 50%
Key skills	Key skills will be taught and developed throughout the students' learning materials. Students will be supported by tutor feedback and guidance on assignments.	TMA Work: 20% MTA: 30% Final Exam: 50%
Practical and/or professional skills	Professional skills will be taught and developed through the taught material.	TMA Work: 20% MTA: 30% Final Exam: 50%

### 9. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes																			
	A1 A2 A3 A8 A9 A10 A11	A4 A5 A6 A7	B1 B2 B3 B5 B6 B7	B4	C1 C4	C2 C5 C6	C3	D1 D7 D8 D10	D2	D3 D5 D6 D9	D4									
TMA01	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓									
MTA01	✓		✓			✓				✓	✓									
EXAM	✓	✓	✓	✓	✓	✓			✓	✓										

### 10. Teaching staff associated with the module

Tutor's name and contact details	Contact hours
Dr. Hussein Abdel-Jaber (GCC) and Miss Enas Ghandour	

### 11. Key reading list

Author	Year	Title	Publisher	Location
Module adopted from OU, UK.				

### 12. Other indicative text (e.g. websites)

<a href="http://www.arabcampus.org">www.arabcampus.org</a>
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