Module Specification

1. Factual information			
Module title	**T215B: COMMUNICATION AND INFORMATION TECHNOLOGIES**	**Level**	2
Module tutor	Ms. Fatma Hussain	**Credit value**	30
Module type	Taught	**Notional learning hours**	

2. Rationale for the module and its links with other modules
Communication and information systems have become part of everyday life and their study is of great importance and significance.

3. Aims of the module
1. To help students to develop on-line collaboration skills.   2. To give students experience of practical web development.   3. To help students to develop an understanding of audio and video encoding and editing.   4. To provide an opportunity for students to deepen the knowledge and understanding they have developed throughout the course.

4. Pre-requisite modules or specified entry requirements
Normally, students are expected to have completed study of their T215A before they can undertake the T215B course.

5. Intended learning outcomes

A. Knowledge and understanding	Learning and teaching strategy
Students should: 1. Understand key concepts, issues and technologies associated with online communication and collaboration. 2. Understand key elements of web development. 3. Understand key elements of audio and video encoding and editing	• 25% face-to-face tutorial sessions • TMA work • Course learning booklets and support material

B. Cognitive skills	Learning and teaching strategy
Students should be able to demonstrate that they can: B.1. produce descriptions and explanations of the communication and information systems that feature in the course and of their underlying technologies and component devices B.2. apply their understanding of the communication and information systems that feature in the course, their underlying technologies and component devices in specified contexts, updating themselves about the systems, technologies and devices as necessary B.3. use knowledge gained from the course to help them to understand new or unfamiliar communication and information systems in specified situations; describe and explain such systems and their technologies and devices; apply their understanding in specified contexts B.4. describe and discuss some of the technological, social, legal, ethical and personal issues that relate to	• 25% face-to-face tutorial sessions • TMA work • Course learning booklets and support material

B. Cognitive skills	Learning and teaching strategy
communication and information systems, technologies and devices B.5. evaluate or compare communication and information systems suggested for a particular need and give a justified recommendation on their appropriateness	

C. Practical and professional skills	Learning and teaching strategy
Students should be able to demonstrate that they can: 1. critique draft materials in order to improve them 2. use standard office and communication software effectively to support their work, both as an individual and in collaboration with others in a distance setting 3. use specialised software tools to communicate information, to develop webs and encode and edit audio and video	• 25% face-to-face tutorial sessions • TMA work • Course learning booklets and support material

D Key transferable skills	Learning and teaching strategy
Students should be able to demonstrate that they can: D.1. communicate complex information, arguments and ideas effectively and without plagiarism on a range of topics relating to communication and information systems through a variety of different media, using styles, language and images appropriate to purpose, audience and medium	• 25% face-to-face tutorial sessions • TMA work • Course learning booklets and support material

D Key transferable skills	Learning and teaching strategy
D.2. use information technology to find information from various sources and evaluate that information D.3. develop a range of skills as an independent learner to support them in learning through the course materials and through other resources that they seek out D.4. work effectively as part of a group in a distance setting where collaboration is undertaken via computer-mediated communication	

6. Indicative content.

The content of the course is split into three 10-point blocks: 3, 5 and 6. Blocks 3 and 5 being taught material, and block 6 being a self-directed project that forms the end-of-course assessment. The content of these blocks is briefly:

1. Block 3 – Creating and Collaborating. The theme of this block is online collaboration, which students study through a range of third-party reader papers intended to be supplied to students in a co-published book. As well as studying the topics associated with this theme, students develop their own on-line collaboration skills as they work together in small subsets of their tutor-group. A secondary aim of the block is to give students experience of practical web development work.

2. Block 5 – Entertaining and explaining. In this block the themes of entertaining and explaining are explored by using digital media to present a topic in an entertaining way. It focuses on the production of a short film clip using a sequence of still images with embedded audio and screen captions. During their work students will develop an understanding of audio and video encoding and editing.

3. Block 6 – Project, This block builds on the technological knowledge and understanding students have developed throughout the course by outlining a 'problem' that requires them to research a specific communication technology or technologies not explicitly covered in the course. Students present their findings in the form of a report, which forms the major component of the ECA, written for a specified audience and purpose. Thus the block provides an opportunity for students to deepen their knowledge and understanding of communication and information systems and to showcase the skills they have developed throughout the course.

7. Assessment strategy, assessment methods and their relative weightings

TMA Work: 20%
MTA: 30%
Exam: 50%

8. Mapping of assessment tasks to learning outcomes															
Assessment tasks	Learning outcomes														
	A1	**A2**	**A3**	**B1**	**B2**	**B3**	**B4**	**B5**	**C1**	**C2**	**C3**	**D1**	**D2**	**D3**	**D4**
TMA	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓
MTA	✓	✓		✓		✓					✓				
Exam	✓	✓	✓	✓		✓	✓				✓				✓

9. Teaching staff associated with the module	
Tutor's name and contact details	Contact hours
Ms. Fatma Hussain, fhussain@aou.edu.kw	

10. Key reading list				
Author	Year	Title	Publisher	Location
Course adopted from OU, UK.				

11. Other indicative text (e.g. websites)
http://arabou.edu.kw/

12. Disability Accommodation
Enquiries for academic accommodations by students with a documented disability and /or learning difficulties should be directed to the module tutor.

13. Academic Honesty

All AOU students should be committed to uphold the AOU's Honor Code which states that AOU students should:
- accept responsibility for learning
- conduct themselves with honor and integrity at all times
- not deceive
- not plagiarize
- not fabricate
- not commit professional misconduct
- not lie
- not cheat

- not steal
- not personate
- not accept the actions of those who plagiarize, cheat, lie, or steel
- report violations of the Honor Code

Students should know that ignorance of the university rules and regulations will not be accepted as an excuse for violation of the AOU's Honor Code

For additional information please visit:
1. http://www.arabou.edu.kw
2. https://arabou.edu.kw/files/plagiarism_mat.pdf
3. http://en.wikipedia.org/wiki/Academic_dishonesty