

Module Specification

1. Factual information			
Module title	T215A: COMMUNICATION AND INFORMATION TECHNOLOGIES	Level	2
Module tutor	Dr. Yahia Hassan	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 introduce students to modern topics in ICTs.
2 To develop students skills in managing technologies of data storage and computer networks.
3 To develop students skills in the technologies of mobile communication systems with an emphasis on mobile telephony.
4 To enable students to explore how personal and private data can be protected.

4. Pre-requisite modules or specified entry requirements
Normally, students are expected to have completed study of their level 1 T175A course before they can undertake the T215A course.

5. Intended learning outcomes

A. Knowledge and understanding	Learning and teaching strategy
<p>Students should:</p> <ol style="list-style-type: none"> 1. understand key principles and concepts of digital communication and information systems and their component devices, including such topics as LANs, WLANs, mobile communication networks, encoding, modulation, multiplexing, routing, switching, protocols, and standards 2. understand key principles and concepts relating to digital data including the storage, manipulation and transmission of digital data, and the associated privacy and security issues. 3. be aware of major trends in communication and information technologies 	<ul style="list-style-type: none"> • 25% face-to-face tutorial sessions • TMA work • Course learning booklets and support material

B. Cognitive skills	Learning and teaching strategy
<p>Students should be able to demonstrate that they can:</p> <ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • 25% face-to-face tutorial sessions • TMA work • Course learning booklets and support material

B. Cognitive skills	Learning and teaching strategy
<p>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</p> <p>B.4. describe and discuss some of the technological, social, legal, ethical and personal issues that relate to communication and information systems, technologies and devices</p> <p>B.5. evaluate or compare communication and information systems suggested for a particular need and give a justified recommendation on their appropriateness</p>	

C. Practical and professional skills	Learning and teaching strategy
<p>Students should be able to demonstrate that they can:</p> <ol style="list-style-type: none"> 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 and to model, analyse and evaluate communication and information systems. 	<ul style="list-style-type: none"> • 25% face-to-face tutorial sessions • TMA work • Course learning booklets and support material

D Key transferable skills	Learning and teaching strategy
<p>Students should be able to demonstrate that they can:</p>	<ul style="list-style-type: none"> • 25% face-to-face tutorial sessions

D Key transferable skills	Learning and teaching strategy
<p>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</p> <p>D.2. perform simple calculations relating to communication and information systems, use and manipulate simple algebraic equations and interpret and produce graphical and tabular data</p> <p>D.3. use information technology to find information from various sources and evaluate that information</p> <p>D.4. 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</p>	<ul style="list-style-type: none"> • TMA work • Course learning booklets and support material

6. Indicative content.
<p>The content of the course is split into three 10-point blocks: Block 1, 2 and 4. The content of these blocks is briefly:</p> <ol style="list-style-type: none"> 1. Block 1 - Storing and Sharing. This block introduces students to the technologies of data storage and computer networks and helps them to develop their skills in managing these technologies efficiently and safely. It also helps them to develop their skills in finding information on-line and evaluating it. Finally it develops students' skills in sharing their knowledge with others by writing technological documents. 2. Block 2 – Exploring and Enquiring. This block looks at the technologies of mobile communication systems with an emphasis on mobile telephony. This block picks up on the 'exploring and enquiring' themes of the title in its skills development –

6. Indicative content.

exploring through visualisation and enquiring through the use of technical documents. Both these ideas come together to develop the skills of engaging with 'difficult' documents.

3. Block 4 – Protecting and prying. All citizens of developed countries have a digital profile created by the collection and storage of personal information by government agencies, commercial organisations and the monitoring and surveillance cameras that pervade our public spaces. This block explores how personal and private data can be protected, identifies measures that individuals can take to safeguard their identities, and discusses some of the issues arising from mass surveillance, monitoring and data collection.

7. Assessment strategy, assessment methods and their relative weightings

TMA Work: 20%

MTA: 30%

Exam: 50%

Assessment tasks	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
Dr. Yahia Hassan, yahia@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 steal
- 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