ACADEMIC PROGRAM

DIGITAL SOCIETY

B.F.A. IN **INTERACTIVE PRODUCT DESIGN**

MODALITY: ON CAMPUS

ACADEMIC YEAR: 2023-2024

Name of the course:	Digital Society
Degree :	Interactive Product Design
Location:	Centro Universitario de Tecnología y Arte Digital
Modulo:	Transversal Knowledge
Area:	Business and Management
Year:	1º
Teaching period:	2º
Type:	OB
ECTS credits:	3
Teaching modality:	On campus
Language:	English
Lecturer / Email	Cristina Ruiz Poveda/cristina.ruiz@u-tad.com
Web page:	http://www.u-tad.com/

SUBJECT DESCRIPTION

Area description

This subject belongs to the Transversal Knowledge module and, within this, to the subject Business and Management.

This area refers to the study and practice of the set of techniques related to the knowledge applicable to companies and their management.

Subject description

This subject is related to the subjects: "Creation and development of companies" and "Digital Society".

The subject Digital Society aims to provide guidance in basic concepts of the technological society in which we are immersed today. It will provide new social approaches to new realities that will allow students to acquire transversal competences in the reality of their profession. It will provide critical attitudes to the new social challenges of the 21st century and will inspire new concerns in students.

The Digital Society subject aims to provide students with a basic knowledge of how technology in general, and digital technology in particular, has revolutionised our world in recent decades, especially in the video game sector. The applications are endless, making our daily tasks easier.

However, we must not forget that a critical attitude towards life is necessary, as a basic exercise of vital and emotional expansion. We aim to show the way towards that critical spirit that we should all carry within us, so that we do not take things for granted and do not trust the first answer that Google gives to our questions.

It is necessary to investigate, search, compare, read, see, reflect, analyse... in short, to have a critical attitude, in order to become better professionals and better people.

COMPETENCIES AND LEARNING OUTCOMES

Competencies

BASIC AND GENERAL

GC1 - Lifelong learning through self-study and continuous training.

GC2 - Knowing how to adapt to change and new situations with flexibility and versatility.

GC3 - Develop creativity and innovation and have the ability to present new resources, ideas and methods in order to subsequently turn them into actions.

GC4 - Exercise leadership and negotiation skills.

GC6 - Demonstrate motivation for quality.

GC7 - Show interest and sensitivity in environmental and social issues, as well as the ability to analyse the social dimension of the activity and corporate social responsibility.

GC8 - Demonstrate the ability to work in a team.

GC9 - Be able to manage time effectively.

GC10 - Have the ability to work in an international context, as well as in diverse and multicultural environments.

GC11 - Manage basic skills for interpersonal relations.

GC13 - Value the ethical sense of work.

CG14 - Know how to work in a team in multidisciplinary environments.

GC15 - Organisational and planning skills

GC17 - Demonstrate the ability to analyse, synthesise and gather information from different sources.

GC18 - Manage information appropriately.

GC19 - Know how to make decisions and solve problems in the professional field.

CB1 - That students have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.

CB2 - Students are able to apply their knowledge to their work or vocation in a professional manner and possess the competences usually demonstrated through the development and defence of arguments and problem solving within their field of study.

CB3 - Students have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgements that include reflection on relevant social, scientific or ethical issues.

CB4 - Students are able to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

CB5 - That students have developed those learning skills necessary to undertake further study with a high degree of autonomy.

SPECIFIC

SC4 - Analyze the needs and moral and ethical implications associated with the development and design that arise for the creators of interactive products.

SC15 - Analysing the characteristics and needs of users in the humanistic environment as a fundamental element in the design of interactive products.

SC20 - Knowing the determining factors of the consumer market of interactive products, taking into account the knowledge and respect for social and cultural environments.

SC22 - Understand and communicate clearly and effectively the guidelines for the development of a project.

SC23 - Understand the relevant aspects of the digital society in the context of sociology, philosophy, psychology, ethics, moral values and knowledge-related aspects that affect the creation, publication and distribution of a project.

SC26 - Understand and know how to thematise the relationships between Technology - Society - Culture, in relation to the design of interactive products.

SC27 - Recognising the philosophical, social and political implications of technological designs and innovations.

SC28 - Detect the implications of the ethical and legal limits of technological innovations.

Learning outcomes

Understand the historical environment of the current digital industry and the changes produced in society due to the inclusion of new digital media.

Identify different market segments for the production of a video game

Estimate the costs and development time of a video game project.

To design the structure of the company with the aim of maximizing the contribution of the team.

Manage the different stages of execution for the production of a video gam

Relate intellectual property legislation to different scenarios (national, European and international).

Identify the sources of relevant economic information and their content

Know different marketing techniques and their implications on the development of a digital entertainment product.

To specify the requirements that satisfy the model of game proposed by the producer, generating acceptable solutions in cost and time.

Reflect on the ethical and legal limits of technological innovations.

To interpret relevant economic, political and cultural data in the design of interactive products.

CONTENTS

- Fundamentals of sociology
- Ethical limits in digital media
- Socio-cultural impact of new digital media
- Sociological theory of digital culture
- Sociology of communication in traditional and digital media.

SUBJECT SYLLABUS

Theme 1: Introduction to Sociology and the Information Society.

1.1. Basic theories and research methodologies in sociology.

1.2. The information society and digital media. The network society.

1.3. Social networks as a connection.

1.4. Personal privacy and Big Data. Attention economy.

Theme 2: Communication and technology.

2.1. History of communication.

2.2. Democracy and citizen participation.

2.3. Impact of technology on society. Technological trends.

Theme 3: Accessibility and the digital world.

3.1. Digital natives and migrants.

3.2. The digital divide and its social impact.

3.3. The new education.

3.4. Accessibility and disability.

TRAINING ACTIVITIES AND TEACHING METHODOLOGIES

TRAINING ACTIVITIES

LEARNING ACTIVITIES	Total hours	Hours of presence
Theoretical classes	15,00	15,00
Seminars and workshops	3,33	3,33
Practical classes	9,17	9,17
Tutorials	1,67	1,67
Evaluation Activities	3,33	3,33
Group work and study	14,17	0,71
Autonomous and individual study and work	28,33	0,00
TOTAL	75	33

Teaching methodologies

Expository method/Master lecture

Case studies

Exercise and problem solving

Cooperative learning

TEMPORAL DEVELOPMENT

Theme 1: Introduction to Sociology and the Information Society: 5 weeks

Theme 2: Communication and technology: 5 weeks

Theme 3: Accessibility and the digital world: 5 weeks

EVALUATION SYSTEM

ASSESSMENT SYSTEM	MINIMUM SCORE RESPECT TO THE FINAL ASSESSMENT (%)	MAXIMUM SCORE RESPECT TO THE FINAL ASSESSMENT (%)

Assessment of participation in class, exercises or projects of the course	10	30
Assessment of assignments, projects, reports, memos	30	60
Objective test	30	70

GRADING CRITERIA

ASSESSMENT SYSTEM	ORDINARY EVALUATION	EXTRAORDINARY EVALUATION
Assessment of participation in class, exercises or projects of the course	20	20
Assessment of assignments, projects, reports, memos	40	40
Objective test	40	40

General comments on the evaluations/assessments

EVALUATION CRITERIA:

- Students will be assessed on their active participation and the correct delivery of the practicals in due time and form.
- Active involvement in the discussion spaces.
- Critical capacity and incorporation of other people's ideas.
- Evolution of initial ideas in contrast with the contents presented and developed in class.
- Correct use of language will be required together with the design, quality, functionality and presentation of the work.
- Spelling mistakes, writing errors (schematic and poorly explained ideas), as well as poor presentation will be penalised.
- All group work will be presented to the rest of the class during the last two weeks of class, in which all members will have to present their work.
- Understanding of the basic concepts of the subject: the implication of digital technologies in different social processes.

- Correct use of language will be required; spelling mistakes and writing errors (schematic and ppoorly explained ideas) will be penalised.
- Ordinary call:

The student must submit and pass the group work with a mark of five out of ten. It will count for 20% of the final grade.

The student must hand in and pass the individual work with a mark of five out of ten. This will count for 20% of the final mark.

The student must pass the compulsory final exam with a mark of five out of ten. This will count for 40% of the final mark.

In order to pass the course, all parts must have a grade of more than 5 out of 10.

- Extraordinary call:

The student must hand in and pass the group work (or an equivalent individual activity) with a mark of five out of ten. It will count for 20% of the final grade.

The student must hand in and pass the individual work with a mark of five out of ten. This will count for 20% of the final mark.

The student must pass the compulsory final exam with a mark of five out of ten. This will count for 40% of the final mark.

In order to pass the course, all parts must have a grade of more than 5 out of 10.

Those practicals or exams passed in ordinary call will be kept passed in extraordinary call.

- "Any detection of plagiarism, copying or use of malpractice (such as the use of AIs) in a paper or exam will result in the failure of that paper with a zero, a report to the faculty and academic coordinator and the application of the current regulations, which can lead to very serious penalties for the student."
- The use of smartwatches or mobile phones is not permitted during the exams. These devices must be put away and out of sight during the exam.
- The use of mobile phones is not permitted during lessons.

LIST OF REFERENCES (BOOKS, PUBLICATIONS, WEBSITES):

Key references

BAUMAN, Z. (2010): Mundo consumo. Ed. Paidós Ibérica.

CASTELLS, M. (2004): La sociedad red. Una visión global. Alianza Editorial.

CASTELLS, M. (2006): La era de la Información. Volumen 1. "La sociedad red". Alianza

Editorial. Giddens, A. (2014): Sociología. Ed. Alianza.

Recommended references

ARIÑO, A. (1997): Sociología Cultural. Formas de clasificación en las sociedades complejas. Ed. Anthropos.

BAUMAN, Z. (2011): Modernidad líquida. Ed. Fondo de Cultura Económica.

BAUMAN, Z. (2010): Vida líquida. Paidós Estado y Sociedad.

BODEN, M. (2022): Inteligencia artificial. Ed. Turner.

BOTSMAN, R. (2017): Who can you trust? How Technology Brought Us Together and Why It Might Drive Us Apart. Public Affairs.

BOURDIEU, P. (2013:) El oficio del sociólogo. Ed. Siglo XXI.

BUSTAMANTE, E. (Coord.) (2009): Cultura y comunicación para el siglo XXI. Ed. Ideco.

BYUNG-CHUL Han (2022): Infocracia: la digitalización y la crisis de la democracia. Ed. Taurus.

BYUNG-CHUL Han (2020): La desaparición de los rituales. Herder Editorial.

CEA D Ancona, M. (1996): Metodología cuantitativa: estrategias y técnicas de investigación social. Ed. Síntesis.

CHRISTAKIS, N.A. y Fowler, J.H (2011): Connected: The Surprising Power of Our Social Networks and How They Shape Our Lives. Little, Brown and Company.

EDERY, D y Mollick, E. (2009): Changing the game: how videogames are transforming the future of business. Ed. FT Press. New Jersey.

Gaitán Moya, J.A.; Piñuel Raigada J.L. (1998): Técnicas de investigación en comunicación social. Ed. Síntesis.

GEE, J. P. (2004): Lo que nos enseñan los videojuegos sobre el aprendizaje y el alfabetismo. Ed. Aljibe.

GROS, B (2008): Videojuegos y aprendizaje. Ed. Graó.

HERNÁNDEZ Sampieri, R. (2014:) Metodología de la investigación. Ed. McGraw Hill.

LEVIS, D (1997): Los videojuegos. Un fenómeno de masas. Ed. Paidós de Comunicación.

LEVITT, S. D. y Dubner, S. J. (2007): Freakonomics. Ed. Zeta.

PONS, A. (2013): El desorden digital. Ed. Siglo XXI España.

VALLES, M. (2009): Entrevistas cualitativas. Cuaderno Metodológico, CIS 32. Ed. CIS.

ZALLO, R (1992): El mercado de la cultura. Ed. Gakoa.

REQUIRED MATERIALS, SOFTWARE AND TOOLS

Type of classroom

Theory classroom - Projection equipment and whiteboard

Materials:
Laptop computer

Software:
Acrobat Reader

PowerPoint