Perspectives on Digitalization

Perspectives on Digitalization
7.5 credits

Single subject course

723G89

Valid from: 2018 Autumn semester

Determined by	**Main field of study**	
Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Business Administration	
Date determined	**Course level**	**Progressive specialisation**
2018-04-23	First cycle	G2F
Revised by	**Disciplinary domain**	
	Social sciences	
Revision date	**Subject group**	
	Business Administration	
Offered first time	**Offered for the last time**	
Autumn semester 2018		
Department	**Replaced by**	
Institutionen för ekonomisk och industriell utveckling		

Entry requirements

- 120 ECTS credits passed from undergraduate studies including at least 60 ECTS credits in Business Administration, or equivalent
- English corresponding to the level of English in Swedish upper secondary education (Engelska 6)
  Exemption from Swedish

Intended learning outcomes

On completion of the course, the student should be able to:

- explain basic concepts, phenomena and perspectives regarding digitalization in different spheres (individual, organizational, and societal)
- describe different contemporary expressions of digitalization in both private and public organizations, discussing e.g. values such as effectiveness, efficiency, transparency and trust
- explain and identify strategies to digital transformation including pros and cons
- describe and identify the different types of strategies and approaches relative information, communication and IT as a part of digitalization
- critically understand and analyze the various stakeholders in relation to digitalization and the role of IT when organizing

Course content

Digitalization is a phenomenon that mirrors the process of using digital tools and services as individuals, organizations and in the society as a whole. Digitalization has many contemporary expressions and “faces” and is surrounded by values, possibilities and challenges. This course reflects upon digitalization from an individual, organizational and societal perspective and addresses e.g. change, management, services, stakeholders, gaps, everyday work and strategies related to digitalization. Digitalization is discussed as phenomena, its emergence and relation to information technology and organization in general and e-services in particular. As such digitalization needs to be managed and needs to be based on strategic utilization of IT; this is one area focused in the course from an organizational perspective.

Teaching and working methods

The course consists of lectures, seminars and a project work. In addition, the student should conduct self-study.

Examination

The course examination consists of in pairs prepared PMs, a project report, and active participation in seminars. Detailed information about the examination can be found in the course's study guide.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

Grades

ECTS, EC

Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.