

## **Digital Innovation and Design**

Digital innovation och design  
7.5 credits

Programme course

725A51

Valid from: 2023 Autumn semester

<b>Determined by</b> Chairman of the Course and Programme Syllabus Board at the Faculty of Arts and Sciences	<b>Main field of study</b> Information Systems	
<b>Date determined</b> 2023-04-27	<b>Course level</b> Second cycle	<b>Progressive specialisation</b> A1N
<b>Revised by</b>	<b>Disciplinary domain</b> Technology	
<b>Revision date</b>	<b>Subject group</b> Informatics/Computer and Systems Sciences	
<b>Offered first time</b> Autumn semester 2023	<b>Offered for the last time</b>	
<b>Department</b> Institutionen för ekonomisk och industriell utveckling	<b>Replaced by</b>	

## Course offered for

- Master Programme in IT and Management

## Entry requirements

- A Bachelor's Degree equivalent to a Swedish Kandidatexamen in one of the following subject areas:
  - Information Systems
  - Business Administration
  - Cognitive Science
  - Computer Science
- English and Swedish corresponding to the level of English and Swedish in Swedish upper secondary education (Engelska 6 and Svenska 3)

## Intended learning outcomes

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

- explain and evaluate conditions for and effects of different approaches for diagnosis and design of activities and IT
- identify, understand and evaluate different actors/interested parties' perspectives on diagnosis and design in both theory and practice
- carry a deeper, problematising discussion of diagnosis and design of activities and IT - its different parts, relations and as a whole

## Course content

The main contents of the course are:

- Diagnosis and design (meanings and relations)
- Diagnosis and design that divides in the work of change
- Different perspectives on activities and IT, given different interested parties regarding, inter alia, interpretations, influence and power
- Traditional and more experimental approaches and IT related approaches (IT as a tool) for diagnosis and design of activities and IT
- Opportunities and obstacles in implementing different approaches for diagnosis and design
- Images from the placement is an example from diagnosis and design

## Teaching and working methods

The course consists of lectures, seminars, supervision and student-controlled work, in groups and independently. Laboratory/interactive parts with the support of IT tools. Belonging to the effort is preparing for lectures and seminars through studies of literature. Compulsory parts. Participation in seminars.

## Examination

In the course, three examination parts occur:

- Examination part 1 consists of a written examination.
- Examination part 2 consists of an assignment that is carried out in groups and is presented orally.
- Examination part 3 consists of a final, written, individual assignment.

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

Three-grade scale, U, G, VG

## 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.