

Perspectives on Digitalization

Perspektiv på digitalisering
7.5 credits

Programme course

772G05

Valid from: 2022 Autumn semester

Determined by	Main field of study	
Chairman of the Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Business Administration	
Date determined	Course level	Progressive specialisation
2024-09-17	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 2022		
Department	Replaced by	
Institutionen för ekonomisk och industriell utveckling		

Course offered for

- Business and Economics Programme - International - French
- Business and Economics Programme - International - Spanish
- Business and Economics Programme - International - German
- Business and Economics Programme - International - English
- Business and Economics Programme

Entry requirements

General entry requirements for undergraduate studies
and

Social Studies, English, and Mathematics corresponding to the level of Swedish upper secondary education (Samhällskunskap 1b or 1a1 and 1a2, Engelska 6 and Matematik 3b/3c or Matematik C)

and

at least 60 ECTS credits passed from the programme, or equivalent

Intended learning outcomes

After completing the course, the student should be able to:

- Explain fundamental concepts and perspectives related to digitalization in various contexts and levels of analysis (individual, organization, society).
- Describe different contemporary expressions of digitalization in both the private and public sectors and discuss values such as efficiency, productivity, transparency, and trust.
- Identify and explain different strategies for digital transformation and outline the advantages and disadvantages associated with them.
- Identify and explain various strategies for the use of information, communication, and IT as part of the digitalization processes.
- Critically interpret and analyze the interests of different stakeholders in relation to digitalization and the roles that IT can assume in organizing processes.

Course content

The course covers digitalization in relation to individuals', organizations', and societies' use of digital tools (information technology) and services. Digitalization is discussed in relation to different values, opportunities, and challenges. The course problematizes digitalization from individual, organizational, and societal perspectives. Topics such as change, management, services, stakeholders, gaps, everyday work, and strategies related to digitalization are addressed. Digitalization is discussed as a phenomenon, its development, and its relationship to IT and organizations in general, with a specific focus on e-services. The course also explores how digitalization can be managed organizationally by viewing IT as a strategic resource.

Teaching and working methods

Teaching consists of lectures, seminars, and project work.

In addition, students are expected to engage in self-study.

Examination

The course is assessed through:

- A written assignment in pairs and an individual reflection, grading scale: UV
- A group project report, grading scale: UV
- Active participation in seminars, grading scale: UG

To achieve a passing final grade, the student must receive at least a passing grade in all components. To receive a distinction (Väl godkänt), the student must achieve a distinction in both the written assignment (in pairs) with individual reflection and the group project report.

Detailed information can be found in the 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

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.

About teaching and examination language

The teaching language is presented in the Overview tab for each course. The examination language relates to the teaching language as follows:

- If teaching language is “Swedish”, the course as a whole could be given in Swedish, or partly, or as a whole, in English. Examination language is Swedish, but parts of the examination can be in English.
- If teaching language is “English”, the course as a whole is taught in English. Examination language is English.
- If teaching language is “Swedish/English”, the course as a whole will be taught in English if students without prior knowledge of the Swedish language participate. Examination language is Swedish or English depending on teaching language.