



# IV1009 Introduction to ICT for Development 7.5 credits

## Introduction to ICT for Development

This is a translation of the Swedish, legally binding, course syllabus.

If the course is discontinued, students may request to be examined during the following two academic years

## Establishment

Course syllabus for IV1009 valid from Autumn 2008

## Grading scale

A, B, C, D, E, FX, F

## Education cycle

First cycle

## Main field of study

Technology

## Specific prerequisites

**For single course students:**

80 university credits. 40 credits shall be in IT/ICT or work experiences equal to it.

## Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

## Intended learning outcomes

The course aims to familiarise students with some of the main issues involved in the use of ICT for development purposes - such as the use of ICT for poverty reduction, promotion of education, health, democracy and human rights.

It consists of 3 thematic areas comprising short modules - bearing in total 7.5 credits. In this context, the digital divide is considered in light of such topics as ICT and globalization, e-governance, and e-learning. The technological and organisational challenges of providing open and affordable connectivity to the public at large will be studied.

Mainly, the Introduction Course in ICT4D associates with the following objectives for the master's program in ICT4D:

The student shall...

...acquire knowledge about ICT in developing countries...

...get an understanding of ICT's significance for sustainable development...

The specific learning outcomes are:

1. Distinguish between various development perspectives behind ICT for development.
2. Describe prerequisites to employ ICT in society for development purposes.
3. Identify and name key sectors in society in which ICT could play a significant difference.
4. Give example of structural impacts that could be obtained from employing ICT in developing regions' societies.
5. Recognize and explain the type of positive effects that ICT could have for the areas (a) health, (b) education, (c) governance, (d) business, and (e) rural livelihood.
6. Critically examine the arguments for and against using ICT in solving problems in developing countries.

## Course contents

ICT applications modules are:

- E-health
- E-learning
- E-government

Globalisation and localisation modules are:

- IT management
- Global ICT cultures
- E-commerce
- Cultural aspects on localisation
- Localisation techniques

Connectivity modules are:

- Technology challenges
- Policy, financing and regulation

## Disposition

On-campus course at DSV, Kista, Stockholm. The web will be used for learning activities and provide support to the students.

The course is given in English.

## Course literature

: ICT4D - Connecting People for a better World. Lessons, Innovations and Perspectives of Information and Communication Technologies in Development., 2004, 3-03798-065-6  
Kommentar: The book can be downloaded from <http://www.globalknowledge.org/ict4d>

Selected on-line material and material produced by lecturers.

## Examination

- PRO1 - Project, 4.5 credits, grading scale: A, B, C, D, E, FX, F
- TEN1 - Examination, 3.0 credits, grading scale: P, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

PROA (4 hp) Concept/context map and seminar presentation

TENA (3,5 hp) Written individual exam

## Other requirements for final grade

The examination on the course is a written exam (3,5 hp) plus a written report (4 hp). The written report can yield pass or fail (P/F) while the written exam carries the grading scale A/B/C/D/E/Fx/F. For passing the course, a student must pass both the written exam and the written report. The final grade of the course is based on the grade of the written exam. Students being close to the pass grade (E) are given an opportunity to make a complementary addition. This means that the student by the addition can obtain the lowest pass grade (E) but no higher. The teacher responsible will inform the students eligible for complementary additions when the results are published. The complementary additions must be turned in before a given deadline and are valid only for the current examination.

## Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.