

*This document provides detailed information on the module named below. It will be updated as necessary when modifications to the module are approved. Modules are allocated to a Subject Network not a programme, and may be accessed by students studying on different programmes.*

### INFORMATION SOCIETY AND RURAL DEVELOPMENT

#### **a Aims**

To provide students with a clear insight into the application of ICT in rural areas to create social and economic development. A secondary aim will be to analyse current global trends and the related infrastructure which enables new ICT opportunities in rural areas.

#### **b Intended learning outcomes**

On completion of the module the student should be able to:

- demonstrate an understanding of the underlying global trends which have recently enabled new ICT developments in rural areas;
- identify and explain the advantages of rural locations for locating out-sourced business applications;
- explain the key (soft and hard) infrastructure required to enable development programmes;
- explain the European strategic policy frameworks designed to assist this developing sector;
- provide a critical analysis of ICT as a rural development tool.

#### **c Indicative content**

This module will specifically enable students to develop their knowledge and understanding of ICT development trends and opportunities in the rural European context.

The course will examine the recent trends and developments which have led to the current development momentum in the rural areas of Europe, illustrating content by examining up to date case studies of relevance. The course will also examine and consider the pre-requisites for development via ICT in rural areas and will explore both the pros and cons of this new rural industry.

The factors that promote change and development in the information society will be identified and the interplay between them examined. Analysis of these will draw on students' knowledge and understanding of the economic, environmental and socio-cultural background of rural areas, and develop their understanding of the constraints and opportunities in the information society.

Finally the course will investigate the developing strategic policy context of rural ICT development at the EU level.

#### **d Mode(s) of delivery and support for teaching and learning**

Face-to-face	0 hours or	... %
Video-conference	0 hours or	... %
Supported online learning	40 hours or	... %
Self-directed learning	110 hours	... %
Total activity	150	100%

#### **e Assessment**

Website Review (2000 Words) 50%, due week 6.  
PowerPoint Presentation 50%, due week 11.

## **f Key learning resources**

### **Reading List**

#### **Essential:**

**Webster, Frank** (2006) *Theories of the Information Society*, Routledge.

#### **Recommended:**

**Castells, Manuel** (2002), *The Internet Galaxy: Reflections on the Internet, Business, and Society*, Oxford University Press.

**Cohen, Daniel, Garibaldi, Pietro and Scarpetta, Stefano** (2004) *The ICT Revolution: Productivity Differences and the Digital Divide*, Oxford University Press.

**Lanham, Richard A.** (2006) *The Economics of Attention: Style and Substance in the Age of Information*, University of Chicago Press.

**Maldoom, Dan et al** (2005) *Broadband in Europe: How Brussels Can Wire the Information Society*, Springer-Verlag New York Inc.

**Rennie, F. and Mason, R.** (2004) *The Connecticon: Learning for the Connected Generation*. Information Age Publishing: Greenwich, Connecticut, USA.

**Soumitra, Dutta et al** (2006), *The Information Society in an Enlarged Europe*, Springer-Verlag Berlin and Heidelberg GmbH & Co K.

**Warschauer, Mark** (2004) *Technology and Social Inclusion: Rethinking the Digital Divide*, The MIT Press.

#### **g Additional background information**

Tutorials will be supported by web-based learning resources and guided study provided by on-line contact (individual e-mail and computer conferencing).

#### **h Specialist resource requirements**

- internet access to web and e-mail facilities
  - access to a PC and printer
- access to on-line library resources