

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

|                              |   |                                                                                                                                                                                   |
|------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Programme Title</b>       | : | Bachelor of Arts (Honours) in Creative and Digital Arts /<br>Bachelor of Arts (Honours) in Creative and Digital Arts and<br>Bachelor of Education (Honours) (Music)/(Visual Arts) |
| <b>Programme QF Level</b>    | : | 5                                                                                                                                                                                 |
| <b>Course Title</b>          | : | Culture and Technology in Creative Industries and Education                                                                                                                       |
| <b>Course Code</b>           | : | CDA2001                                                                                                                                                                           |
| <b>Department</b>            | : | Cultural and Creative Arts (CCA)                                                                                                                                                  |
| <b>Credit Points</b>         | : | 3                                                                                                                                                                                 |
| <b>Contact Hours</b>         | : | 39                                                                                                                                                                                |
| <b>Pre-requisite(s)</b>      | : | Nil                                                                                                                                                                               |
| <b>Medium of Instruction</b> | : | English                                                                                                                                                                           |
| <b>Level</b>                 | : | 2                                                                                                                                                                                 |

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#### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis

This course examines the relationships among technology, culture, education and politics within a range of social, historical, and educational settings. Technologies increasingly define human beings and the choices we make. This course takes up essential words used to think about technologies and culture, helping us explore the relationship between them, both theoretically and in terms of our evaluation and use of digital tools and applications. It will engage with words connected to big concepts (e.g., code, ethics, network, and knowledge) to expose their complexity. Classes will combine interactive lectures and discussions. Each class is keyed to a set of readings; students must keep up with these and be prepared to discuss them in class. As part of the course, students will learn how to analyse and interpret technology as expansive, and explain how it shapes personal, societal, national, and global spheres.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> Identify and engage in various cultural media/texts--theoretical, artistic, and others.
- CILO<sub>2</sub> Describe technology as expansive and explain how it shapes personal, societal, national, and global spheres.
- CILO<sub>3</sub> Justify their roles as viewers/consumers/producers of cultural texts, including how they might be seduced into replicating, or potentially subverting, certain ideologies and power structures.
- CILO<sub>4</sub> Research and analyse a topic of interest related to culture and technology and communicate findings through academic writing.

## 3. Content, CILOs and Teaching & Learning Activities

| Course Content                                             | CILOs                 | Suggested Teaching & Learning Activities         |
|------------------------------------------------------------|-----------------------|--------------------------------------------------|
| Introduction to Culture, Technology, and the Arts          | CILO <sub>1,2</sub>   | Lecture, Assigned reading                        |
| Digital Media and Visual Culture                           | CILO <sub>1,2</sub>   | Collaborative information sharing, Discussion    |
| Sound, Music, and Technology                               | CILO <sub>1,2</sub>   | Lecture, Assigned reading, Demonstrations,       |
| Technological Transformations in Arts and Music Production | CILO <sub>2</sub>     | Case study, Multimedia content for self-learning |
| Game, Animation, and Digital Storytelling                  | CILO <sub>2,3</sub>   | Case study, Group assignment                     |
| Interactive Art, Music, and Audience Participation         | CILO <sub>2</sub>     | Digital story development, Demonstrations        |
| Internet Art, Music, and Online Communities                | CILO <sub>1,2,3</sub> | Concept mapping, Infographic                     |
| Technology, Society, Cultural identity, and Globalization  | CILO <sub>1,2,3</sub> | Oral and written summary                         |
| Cultural Texts and Interpretation                          | CILO <sub>1,3</sub>   | Lecture, Assigned reading,                       |

| Course Content                                  | CILOs                 | Suggested Teaching & Learning Activities   |
|-------------------------------------------------|-----------------------|--------------------------------------------|
|                                                 |                       | Minute paper                               |
| Research Methods in Arts, Music, and Technology | CILO <sub>1,2,4</sub> | Lecture, Assigned reading, Written summary |

#### 4. Assessment

| Assessment Tasks                                                                                                                                                                                                                                                     | Weighting (%) | CILO                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------------|
| (a) Group Project Presentation and Discussion<br>Students are organized into smaller groups to make presentations. Potential topics will be given. The team members should be clearly divided into their respective roles, and each contributed to the presentation. | 40            | CILO <sub>1, 2,3,4</sub>   |
| (b) Final Written Assignment<br>Students are required to write an essay (about 1200 words) that addresses the issues and debates emerging in culture and technology field.                                                                                           | 40            | CILO <sub>1, 2, 3, 4</sub> |
| (c) Class Participation and Discussion<br>The level of participation in class discussion and quality of views expressed.                                                                                                                                             | 20            | CILO <sub>1, 2, 3, 4</sub> |

#### 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

#### 6. Required Text(s)

Nil

#### 7. Recommended Readings

- Alexenberg, M. (2008). *Educating artists for the future: Learning at the intersections of art, science, technology, and culture*. Intellect.
- Holmes, T. (2012). *Electronic and experimental music: technology, music, and culture*. Routledge.
- Sidford, H. (2011). *Fusing arts, culture and social change*. Washington, DC: National Committee for Responsive Philanthropy.
- Murphie, A., & Potts, J. (2017). *Culture and technology*. Bloomsbury Publishing.

- Keane, M., Yu, H., Zhao, E. J., & Leong, S. (2020). *China's Digital Presence in the Asia-Pacific: Culture, Technology and Platforms* (1st ed.). Anthem Press.  
<https://doi.org/10.2307/j.ctv20pxxzt>
- Leong, P. (2020). *Rating Professors Online: How Culture, Technology, and Consumer Expectations Shape Modern Student Evaluations* (1st ed. 2020.). Springer International Publishing. <https://doi.org/10.1007/978-3-030-35936-2>
- Okunev, R. (2022). *The Psychology of Evolving Technology: How Social Media, Influencer Culture and New Technologies Are Altering Society* (1st ed.). Apress L. P.

## **8. Related Web Resources**

Nil

## **9. Related Journals**

- [International Journal of Culture Technology](#)
- [Technology and Culture](#)

## **10. Academic Honesty**

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## **11. Others**

Nil

Last update: 28 April 2026