

Ways of Perceiving IUMW4006

MODULE HANDBOOK



Tutor: Kylie Boon (kylie.boon@uwtsd.ac.uk)

Location: Online

Days: Wednesday

Module Code	IUMW4006
Title	Ways of Perceiving
Date	15/09/2020
Level	4
Credits	10
Pre-Requisites	-

AIM(S)

To challenge students to apply their knowledge and research of key ideas, artists, designers, ideologies, philosophies and philosophers to an exploration which identifies and communicates relationships between material objects, artefacts and practices

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- recognise and employ a range of critical theories to the analysis of a cultural product or practice;
- communicate a response to different approaches to understanding elements of cultural endeavour which makes reference to academic sources and employs appropriate citation and referencing conventions.

INDICATIVE CONTENT

- 21st century theorists, practitioners.
- Generative AI.
- Contemporary communications.
- Deconstruction.
- Writing practices.
- Writing conventions.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	24	24
Independent learning	76	76
Placement learning	-	-
TOTAL	100	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Individually curated written piece	1,500 words	100%

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	100
Practical	-
TOTAL	100%

READING LIST

Module Code	IUMW4006	
Module Title	Ways of Perceiving	
Classification	Reading List entry	Electronic *
Essential	Mollick, E. (2024) 'Co-Intelligence Living and Working with AI', UK:H Allen.	☐
Essential	Sharifzadeh, R. (2024) 'ChatGPT as Co-Author? AI and Research Ethics', <i>Ethics in Progress</i> , 15(1), pp. 155–173. Available at: https://doi.org/10.14746/eip.2024.1.8 .	☒
Further	Aldoseri, A., Al-Khalifa, K.N. and Hamouda, A.M. (2024) 'AI-Powered Innovation in Digital Transformation: Key Pillars and Industry Impact', <i>Sustainability</i> , 16(5), pp. 1790-. Available at: https://doi.org/10.3390/su16051790 .	☒
Further	https://neurosciencenews.com/ai-creativity-23585/	☒
Further	https://www.sciencedirect.com/science/article/pii/S1053810008001323	☒

Feedback

Feedback Date 20 days after the date of assessment

Feedback is an essential part of all education and training programmes. It helps learners to maximise their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance. Feedback can be seen as informal (for example in day-to-day encounters between teachers and students or trainees, between peers or between colleagues) or formal (for example as part of written or clinical assessment). However, there is no sharp dividing line between assessment and teaching in the area of giving feedback on learning. Feedback is part of the overall dialogue or interaction between teacher and learner, not a one-way communication.

During your studies you will therefore receive feedback in many ways, including the following:

Dialogue between lecturers and students in formal classes.

Direct questions and responses from teachers inside and outside formal classes.

Email correspondence between teachers and students.

Interactions between students and teachers using the module message board on Moodle.

Informal comments and responses to pitches and presentations in classes.

Comments and annotations added to written submissions, such as essays and reflective journals.

Formal written feedback in response to assignments recorded on the summative

Assessment module feedback forms.

You will have an opportunity to discuss your feedback with your tutor.

Feedback will be returned on assessed work within 20 working days of submission.

Useful links:

Library: <https://www.uwtsd.ac.uk/library>

Learning support: <https://www.uwtsd.ac.uk/experience-facilities/student-support-wellbeing/learning-support>

Extenuating circumstances:

<https://www.uwtsdunion.co.uk/extenuating-circumstances>

https://mytsd.uwtsd.ac.uk/tsd_docs/ext_circs/MyTSD_Form_Extenuating_Circumstances_STU_Guide_1.0.pdf

Wellbeing support: <https://www.uwtsd.ac.uk/experience-facilities/student-support-wellbeing/wellbeing-support>

Scheme of work

Week 1

Lecture:

You think 'truth' is so easy to find?

- Topics: Generative AI, Charles Peirce's epistemology, knowledge and media integrity
 - Focus: What counts as truth? How does AI complicate knowledge systems?
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Week 2

Scheduled Learning Task:

- **Reflective practice:**
Engage with background reading and materials on AI innovation and co-creation
 - Reflect on: *How can generative AI reshape the practice of knowledge creation?*
 - Output: Short reflective notes
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Week 3

Lecture:

The alien mind

- Topics: Ludwig Wittgenstein (philosophy of language and prompt engineering), Jean Baudrillard (Simulacra & Simulation), Marshall McLuhan (the medium is the message)
 - Focus: Language, meaning, and reality in AI-human communication
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Week 4

Scheduled Learning Task:

- **Co-creation with AI:**
Design and document a creative experiment using AI as a collaborator.
 - Output: Share example(s) and reflect on how AI shaped or altered your ideas.
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Week 5

Lecture:

Existentialism and future communications

- Topics: Existentialism, authenticity, agency, and future modes of communication in an AI world
 - Focus: What does it mean to be authentic or human in the age of AI-mediated communication?
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Week 6

Scheduled Learning Task:

- **Writing conventions and implementation:**

Finalise essay, integrating relevant literature to support arguments, and ensure referencing conventions are followed.

- Output: Final draft of essay for hand-in.