



## Course and Examination Fact Sheet: Spring Semester 2025

### 8,725: Technologien/Technologies: Transformations of Healthcare and Expertise in the Digital Age

ECTS credits: 3

#### Overview examination/s

(binding regulations see below)

decentral - Written work, Digital, Individual work individual grade (70%)

Examination time: Term time

decentral - Presentation, Analog, Group work individual grade (30%)

Examination time: Term time

#### Attached courses

Timetable -- Language -- Lecturer

[8,725,1.00 Technologien/Technologies: Transformations of Healthcare and Expertise in the Digital Age](#) -- English -- [Danesi Giada](#)

#### Course information

#### Course prerequisites

None

#### Learning objectives

After completing this course students will:

- know relevant literature in the field of Science and Technology Studies, Sociology and Anthropology of Health, and Digital Studies related to Digital Health and Digital Societies;
- have some introductory understanding of salient aspects that shape contemporary societies in relation to technology, such as digitalisation, datafication, autonomy, responsabilisation, agency, dataveillance and data activism;
- understand the socio-material perspective investigating how technologies are shaped by society and how they shape society;
- be able to mobilise critical lens to better understand the socio-cultural and politico-economic contexts in which a technology is developed and used, and its role in society;
- be able to analyse and use communication techniques to critically address and present a research topic.

#### Course content

This course addresses healthcare technologies and digital health as an interesting case at the intersection between science, healthcare and the daily life of people living with chronic and rare health conditions or at risk of developing health problems. In doing that, unfolds historical, socio-cultural, politico-economic dimensions related to the production, circulation and use of technology in contemporary societies with a focus on biomedicine, public health, caregivers' work and patients' life.

Drawing on Science and Technology Studies, Anthropology and Sociology of Health and Digital Studies, this course presents artefacts in their contexts of development, design and use, taken in the network of relations between humans and non-humans actors. Within the study of technologies in discourse and practices, the course brings relevant literature that disclose in which ways the development of a new technology is strongly embedded in politics and at the same time, their circulation and use convey new practices, knowledge, power relations and social inequalities.



The course focuses on telecare technologies, wearable health devices, self-tracking apps and AI in healthcare as salient case studies to address crucial concepts to study contemporary societies – datafication, dataveillance, data activism, governance, delegation, responsabilization, empowerment, agency – but also changes in the ways of delivering and managing health in the digital age – such as redistribution of medical and healthcare tasks, reconfiguration of expertise, co-production and circulation of knowledge. For doing that, the course draws from salient literature on the relationships between the development and use of healthcare technologies and reconfigurations of the expertise of patients, caregivers, and citizens but also of the clinical encounter in order to shed light on the imbrications between technology and society. Specifically, the course presents and discusses the debates, the approaches and the methodologies emerging from the study of healthcare technologies and digital health in contemporary society.

## Course structure and indications of the learning and teaching design

### Block Course - 4-8 hours over 4 days

#### Kick off (4h online):

- Introduction of the contents and the objectives of the course;
- Societal contexts in which this topic emerge and interest in analyzing it (social, economic and political challenges of health delivery and conditions);
- Explanation of the goals to reach and how;
- Explanation of the modalities of examination;
- Distribution/explanation of course's material (articles, book chapters and empirical materials);
- Distribution of the topics and readings across working groups of 4-5 students each who will have to work together during the course to prepare the group's presentations;
- Questions.

#### 1st day (8h):

- Presentation of the field(s) of research and perspectives investigating the development and uses of healthcare technologies (STS, Anthropology and Sociology of Health, Digital Studies);
- Relevant literature to theoretically address the development and use of healthcare technologies and the transformations of healthcare and expertise;
- Presentation of the different methodological perspectives to address this topic (surveys, interviews, online and offline ethnography);
- Working in small groups on the group's presentation on the readings (distributed during the kick-off to each working group);

#### 2nd day (8h):

- Presentations in small groups;
- Feedback on their presentations;
- Reflections on different case studies (telecare technologies, wearable devices and self-tracking apps, AI in healthcare);
- Questions and discussion.

#### 3rd day (6h):

- Reflection on the main concepts emerging in this literature (delegation, autonomy, responsabilisation, agency, digitalization, datafication, dataveillance, data activism);
- Reflections on the different methodological perspectives to address these topics (surveys, interviews, online and offline ethnography);
- Conclusive remarks;
- Remind and discussion on modalities and contents of their examination paper to be written at home.

Contextual Studies are considered part of **Contact Learning**; thus, taking part properly implies **regular attendance**. It is the students' own responsibility to ensure that there is **no timetable clash** between the courses they have chosen. A detailed course outline and all relevant documents will be made available on **StudyNet**. Only the current timetable as published on **Courses** does apply.

## Course literature



Reference literature will be updated and expanded before the start of the course on Studynet/Canvas. A distinction will be made between **compulsory readings**, **optional readings** and **groups' readings**.

Here are the **compulsory readings** that have to be read by the first day of the course (so between the kick-off and the block course):

- Hoeyer K, Bauer S, Pickersgill M (2019). Datafication and accountability in public health: Introduction to a special issue. *Social Studies of Science*, 49(4): 459–475.
- Lupton, D (2019). *Data Selves. More-than-Human Perspectives: Introduction* (pp. 1–21). Wiley.
- Marent, B., & Henwood, F. (2023). Digital health: A sociomaterial approach. *Sociology of Health & Illness*, 45(1), 37–53. <https://doi.org/10.1111/1467-9566.13538>
- Neff G & Nafus D (2016). *Self-tracking: Introduction* (pp.1–35), MIT Press.
- Petersen A (2019). *Digital Health and Technological Promise. A Sociological Inquiry: Introduction "Digital health, technology and promise"* (pp.1–23). Oxon-New York: Routledge.
- Ruckenstein, M, & Schüll, ND (2017). The Datafication of Health. *Annual Review of Anthropology*, 46(1): 261–278.
- Sharon T and Lucivero F (2019) Introduction to the Special Theme: The expansion of the health data ecosystem – Rethinking data ethics and governance. *Big Data & Society*, 6(2).

## Additional course information

Giada Danesi is a social scientist of health and technology and a senior researcher at the Centre for Health Practices and Policies at SUPSI. She received her PhD in social sciences from the EHESS in Paris in 2013.

## Examination information

### Examination sub part/s

#### 1. Examination sub part (1/2)

##### Examination modalities

Examination type	Written work
Responsible for organisation	decentral
Examination form	Written work
Examination mode	Digital
Time of examination	Term time
Examination execution	Asynchronous
Examination location	Off Campus
Grading type	Individual work individual grade
Weighting	70%
Duration	--

##### Examination languages

Question language: English

Answer language: English

##### Remark

--

##### Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

##### Supplementary aids

--



## 2. Examination sub part (2/2)

### Examination modalities

Examination type	Presentation
Responsible for organisation	decentral
Examination form	Oral examination
Examination mode	Analog
Time of examination	Term time
Examination execution	Asynchronous
Examination location	On Campus
Grading type	Group work individual grade
Weighting	30%
Duration	--

### Examination languages

Question language: English  
Answer language: English

### Remark

--

### Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

### Supplementary aids

--

---

## Examination content

1. The **oral presentation** will take place the **2<sup>nd</sup> day of the seminar** and should include the work done by the individual groups before and during the seminar week. **Each group will have 30 minutes** to present with the support of a powerpoint a relevant topic for the subject of the seminar based on the readings given to them during the kick-off.
2. The **paper written at home (2300-2500 words** excluding bibliography, 12000 characters incl spaces) is due **by 12 May**. In this paper, the student must use the content of the seminar and other readings that will also be made available on Studynet from the beginning of the course and develop it in relation to an issue that will be decided together during the seminar.

## Examination relevant literature

Reference literature will be updated and expanded before the start of the course on Studynet. A distinction will be made between **compulsory readings, optional readings and groups' readings**. See Course literature.



## Please note

Please note that only this fact sheet and the examination schedule published at the time of bidding are binding and takes precedence over other information, such as information on StudyNet (Canvas), on lecturers' websites and information in lectures etc.

Any references and links to third-party content within the fact sheet are only of a supplementary, informative nature and lie outside the area of responsibility of the University of St.Gallen.

Documents and materials are only relevant for central examinations if they are available by the end of the lecture period (CW21) at the latest. In the case of centrally organised mid-term examinations, the documents and materials up to CW 13 (Monday, 25 March 2025) are relevant for testing.

Binding nature of the fact sheets:

- Course information as well as examination date (organised centrally/decentrally) and form of examination: from bidding start in CW 04 (Thursday, 23 January 2025);
- Examination information (supplementary aids, examination contents, examination literature) for decentralised examinations: in CW 12 (Monday, 17 March 2025);
- Examination information (supplementary aids, examination contents, examination literature) for centrally organised mid-term examinations: in CW 14 (Monday, 31 March 2025);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised examinations: two weeks before ending with de-registration period in CW 15 (Monday, 07 April 2025).