# COURSE UNIT DESCRIPTION

| Course unit title | Code |
|---|---|
| **Standardization's impact** | |

| Annotation |
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| Standards are a vehicle for sharing knowledge, technology and good practices. The nature, role and importance of standards in information and documentation, technology, trade, sustainability, etc. leads to the comprehend understanding the advantage from standards and of future role and features of standardization. Standardization is a rich and complex domain, which requires sound technical and business knowledge, combined with soft skills (interpersonal communication, behaviour in a consensus oriented – often international and multi-cultural – environment, negotiation and lobbying in that context), knowledge about public policies in selected areas and, in some cases, legal competence. Standardization it is a powerful way to communicate, in a structured manner and at different levels that standards can truly help to improve people's lives and the society as a whole, and to make consumers more responsible and conscious about quality, environmental and social issues. |

| Lecturer(s) | Department, Faculty |
|---|---|
| **Coordinating:** Assoc. prof. dr. Nijolė Bliūdžiuvienė<br><br>**Other:** | Vilnius University, Faculty of Communication<br>Saulėtekio av. 9, 1st building, LT-10222 Vilnius, Lithuania |

| Study cycle | Type of the course unit |
|---|---|
| Erasmus student's mobility | Optional |

| Mode of delivery | Semester or period when it is delivered | Language of instruction |
|---|---|---|
| **Face-to-face/distance** | Autumn | English |

| Requisites | |
|---|---|
| **Prerequisites:**<br>none | **Co-requisites (if relevant):**<br>none |

| Number of ECTS credits allocated | Student's workload (total) | Contact hours | Individual work |
|---|---|---|---|
| 5 | 130 | 32 +4 | 94 |

| Purpose of the course unit: programme competences to be developed | | |
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| ...This course enhances students' awareness of the nature, impact and benefits of standards to markets and society, improving their ability to contribute to company performance and public welfare. After the course students will be able to identify what the purpose of standards is and how standards impact people's everyday life and communication processes. Through a series of lectures and hands-on activities, students will acquire a basic knowledge of the international, regional and national standardization landscape, will understand the benefits and risks of standards as well as will increase awareness of standardization process and how to be involved in it. Knowledge, skills, attitudes and experience in standardization add value to professions and roles in a large variety of fields. | | |
| **Learning outcomes of the course unit** | **Teaching and learning methods** | **Assessment methods** |
| Understand the key issues of standardization.<br>Discover the world of standardization (and related disciplines).<br>Understand how standardization contributes to the functioning of modern societies and markets. | Problem-based teaching, combination of an active learning (peer review, case | Active participation in lectures and seminars, group discussion, analytical dialogue, case study |

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| Explore standardization important role in support of sustainability and SDGs.<br>To learn a standardization process is for knowledge organization.<br>To understand the benefits and risks of standards.<br>To acquire a basic knowledge of the international, regional and national standardization landscape. | studies, problem solving, in-class discussions) methods | analysis, reflexive learning, peer-review; workgroup and individual tasks. |

| **Course content: breakdown of the topics** | **Contact hours** | | | | | | | **Individual work: time and assignments** | |
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| | Lectures | Tutorials | Seminars | Workshops | Laboratory work | Internship/work | **Contact hours, total** | **Individual work** | **Assignments** |
| 1. Introduction to standardization theory and practises: definitions, acronyms, key processes | 2 | | | | | | **2** | **6** | 2 (5-12), 8 (8-10) |
| 2. Standards Development Organizations (SDOs): cooperation and coordination between different SDOs, European, national International SDOs. SDOs, recognised and non-recognised SDOs, industrial consortia, and their interplay. | 2 | | 2 | | | | **4** | **14** | 2 (39-42, 70-75), 4 (1115-1118), 6 (38-39) |
| 3. The standards ecosystem: classifications of standardization documents, the characteristics of formal and de facto standardization, main categories of international standards, voluntary consensus-based standards, ISO deliverables | 2 | | 4 | | | | **6** | **16** | 2 (54-66, 181-186), 4 (1122) |
| 4. Developing and contributing to standards: milestones of modern standardization, standardization process, the main players in the national and international standardization, key roles in technical committees and subcommittees, rules for the structure and drafting of International Standards, ISO standards | 4 | | 4 | | | | **8** | **16** | 2 (33-37). 4 (1119-1123), 6 (41-44), 7 (12-28; 32-51), 8 (17-42) |
| 4. Standardization and innovation: the interdependencies between innovation and standards/standardization, the relationship between research and standardization, the reciprocal benefits of standardisation and innovation | 2 | | 2 | | | | **4** | **14** | 1 (1-20), 2 (149-154), 3 (Goal 3 All voices heard), 6 (45-47), 10 (1-8), 11 (56-58) |
| 5. The importance and benefits of standardization: an economic perspective on standardization, a customer, a stakeholders, a society, an industry perspective on standardization, ISO standards and Sustainable development goals (SDGs) | 2 | 2 | 2 | | | | **6** | **18** | 2 (15-20), 3 (Goal 1: ISO standards used everywhere, Goal 2: Meeting global needs), 5 (1–11), 9 (4-17), 11 (69-70) |
| 6. Key sources of information on standards and promotion of standardisation: national and international standards catalogues, online Browsing Platform, social media platforms | 2 | 2 | 2 | | | | **6** | **10** | 7 (OBP, standards catalogues) |
| **Total** | 16 | 4 | 16 | | | | **36** | **94** | |

| Assessment strategy | Weight % | Deadline | Assessment criteria |
|---|---|---|---|
| Individual/team tasks | 60 % | During the seminars | Active participation in class, participate actively in discussions, analytical dialogue and case study analysis.<br>Students form a group and perform individual tasks on a given topic<br>6 (excellent) - Excellent, exceptional knowledge and skills<br>5 (very good) - Strong, good knowledge and skills<br>4 (good) - Above average knowledge and skills<br>3 (average) - Average knowledge and skills, some minor errors<br>2 (satisfactory) - Below average knowledge and ability/skills, some errors<br>1 (weak) - Knowledge and ability/skills meet minimum requirements<br>0 (unsatisfactory) - Knowledge and ability/skills do not meet the minimum requirements or tasks have not been completed.<br>The teams assignment is evaluated in a group level – students are not assessed individually. |
| Reflexive task portfolio | 40 % | At the end of semester | Active participation in class, reflexive task portfolio presentation in-class, peer-review.<br>4 (excellent) – student is able to relate the subject with entire course material and is able to summarise and conclude adequately, as well be able to make peer-review<br>3 (good) – student portfolio is correct in essence, but wider knowledge and abilities are not given<br>2 (satisfactory) – there are factual mistakes in a student's portfolio<br>1 (weak) – while there is considerable imprecision, the portfolio still meets the minimum requirements<br>0 (unsatisfactory) – does not meet minimum requirement or the portfolio is not compliant or has not been done. |
| Final grade | 100 % | During the exam session | The final grade is cumulative.<br>The final assessment is cumulative and includes a combined assessment of the individual/team tasks and the reflexive task portfolio.<br>If a student has missed more than 3 seminars, the cumulative grade will not be computed. |

| Author | Publishing year | Title | Issue of a periodical or volume of a publication; pages | Publishing house or internet site |
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| **Required reading** | | | | |
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| 1. Knut Blind | 2022 | Research and innovations: Standards and innovation. What does the research say? | p. 1–20 | Published by ISO. https://www.iso.org/files/live/sites/isoorg/files/store/en/PUB100466.pdf |
| 2. Nizar Abdelkaf, Rudi Bekkers<br>Raffaele Bolla, Alejandro Rodriguez-Ascaso, Michelle Wetterwald | 2021 | Understanding ICT standardization: principles and practice | p. 1-280 | Published by ETSI. https://www.etsi.org/images/files/Education/Textbook_Understanding_ICT_Standardization.pdf |
| 3. | 2023 | ISO Strategy 2030 | | Published by ISO. https://www.iso.org/strategy2030.html |
| 4. Knut Blind, Maximilian von Laer | 2022 | Paving the path: drivers of standardization participation at ISO | The Journal of Technology Transfer 47, p. 1115–1134 | Springer, https://doi.org/10.1007/s10961-021-09871-4 |

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| 5. | 2022 | An EU Strategy on Standardisation - Setting global standards in support of a resilient, green and digital EU single market (Brussels, 2.2.2022 COM(2022) 31 final) | p. 1–11 | Published by European Commission https://ec.europa.eu/docsroom/documents/48598 |
| 6. Nijolė Bliūdžiuvienė | 2011 | Standartization activity structural model | *Standards for development: 16th EURAS annual standartization conference*: proceedings, Vytautas Magnus University, Kaunas, Lithuania / edited by Vladislav Fomin, Kai Jakobs. [Kaunas : Vytauto didžiojo universitetas. 2011, p. 37–47. | Available in the VLE Moodle system |
| 7. | | ISO, SDOs websites | | Online Browsing Platform (OBP), https://www.iso.org/obp/ui/en/; ISO standards catalogue https://www.iso.org/standards.html Lithuanian Standards Board catalogue https://lsd.lrv.lt/en/ |
| **Recommended reading** | | | | |
| 7. | 2023 | ISO/IEC Directives, Part 1 Procedures for the technical work — Consolidated ISO Supplement — Procedures specific to ISO | p. 1-160. | https://share.ansi.org/ISOT/ANSI%20and%20ISO%20Procedures/ISO%20IEC%20Directives%20Part%201%20and%20Consolidated%20ISO%20Supplement%20-%202023.pdf |
| 8. | 2011 | ISO/IEC Directives, Part 2. Rules for the structure and drafting of International Standards | p. 1-72 | https://boss.cen.eu/media/yypjl3mn/iso_iec_directives_part2.pdf |
| 9. | 2011 | Involving consumers. How and why | p. 1-38 | Published by ISO. https://www.iso.org/publication/PUB100277.html |
| 10. Gaelle BEQUET | 2022 | Standards Banquet: What happens when IFLA and ISO come to the same table | p. 1-8 | https://hal.science/hal-03971909/ |
| 11. Jing YANG, Lijun ZHOU1, Yuyang QU1, Xiang JIN, Shishi FANG | 2023 | Mechanism of innovation and standardization driving company competitiveness in the digital economy | Journal of Business Economics and Management, eISSN 2029-4433 2023 Volume 24 Issue 1: 54–73 | https://journals.vilniustech.lt/index.php/JBEM/article/view/17192 |