COURSE SYLLABUS

Digitalization and Implementation Processes in School I (DIP I), 7.5 credits

Digitalization and Implementation Processes in School I (DIP I), 7,5 högskolepoäng

Course Code:	FLDIP30	**Education Cycle:**	Third-cycle level
Confirmed by:	Dean of Research (HLK) May 26, 2020	**Research subject:**	Education
Valid From:	Autumn 2020		
Version:	1		
Reg number:	20/F14		

Intended Learning Outcomes (ILO)

On completion of the course, the student should be able to:

Knowledge and understanding

- account for and critically discuss implications of policy documents and legal issues in digitalization processes in educational settings on a macro-, meso- and micro-level
- describe and critically analyze implications of digital media landscapes from a market and educational perspective
- account for and critically analyze conditions for communication and learning in and out of school.

Skills and abilities

- design and implementation plan for a specific digitalization area of relevance to the research project of the doctoral student
- formulate and account for issues of digital competence relevant to educational leadership, educational development and implementation in educational settings as well as teacher education.

Judgement and approach

- critically evaluate reasons/incentives for and against digitalization of relevance to the research project of the doctoral student
- assess and problematize potential implications of digitalization for communication and learning in and out of school
- critically reflect upon, and evaluate policy and legal issues of relevance for digitalization processes in education.

Contents

- Digitalization processes in school at a macro level - policy and legislative issues
- Digitalization processes in school at a meso level - motives and arguments for digitalization
- Digitalization processes in school at a micro level - communication and learning inside and

outside the classroom
- Leadership and teacher education issues
- The digital and media landscape from a market and educational perspective

Type of instruction

The teaching consists of lectures, seminars and exercises performed individually and in groups.

An e-learning platform is used.

Students who have been admitted to and registered for a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course.

The teaching is conducted in English.

Prerequisites

To be admitted to the course, the applicant must meet the general entry requirements for doctoral programmes, i.e. have been rewarded a degree at second-cycle level, or have achieved at least 240 credits, of which a minimum of 60 credits must have been achieved at second-cycle level.

English proficiency corresponding to English 6, or English course B in the Swedish upper secondary school system, is required.

Examination and grades

The course is graded Fail (U) or Pass (G).

The examination is based on instruction and course literature, and consists of two examinations: The student should, in a group together with other students, prepare and contribute to at least two seminars during the course. At the end of the course, the student is examined by an individual written paper. More information about assessment of the specific goals and grading criteria will be provided to participants at the start of the course.

Course evaluation

The instruction is followed up throughout the course. Course evaluation will take place at the end of the course and will be conducted via the online course management system. Course evaluations will be compiled and commented upon by the course coordinator and shared with the programme responsible. Course assessment will be the foundation for future course planning.

Course literature

Almén, Lars, & Bagga-Gupta, Sangeeta (In press). Inscriptions and digitalization initiatives across time in the nation-state of Sweden. The relevance of shifts and continuities in policy accounts for teachers work. In Virtual Sites as Learning Spaces (ViLS). Critical issues on languaging research in changing eduscapes in the 21st century.

Bates, Anthony Williams (2015). Teaching in a Digital Age: Guidelines for Designing Teaching and Learning. Vancouver BC: Tony Bates Associates Ltd. 517 p.

Conrads, Johannes, Rasmussen, Morten, Winters, Niall, Geniet, Anne, Langer, Laurenz, Redecker, Christine...Punie, Yves (2017). Digital Education Policies in Europe and Beyond: Key Design Principles for More Effective Policies. Publications Office of the European Union, Luxembourg. doi:10.2760/462941. 202 p.

Danby, Susan J., Fleer, Marilyn., Davidson, Christina., & Hatzigianni, Maria (Ed.). (2018). Digital Childhoods Technologies and Children's Everyday Lives. Singapore: Springer. 287 p.

Ellis, Robert A. & Goodyear, Peter (Ed.). (2018). Spaces of Teaching and Learning Integrating Perspectives on Research and Practice. Singapore: Springer. 243 p.

Gabriels, Katleen, Poels, Karolien, & Braeckman, Johan (2014). Morality and involvement in social virtual worlds: the intensity of moral emotions in response to virtual versus real life cheating. New Media & Society, 16(3), 451-469. doi:10.1177/1461444813487957. 19 p.

Haelermans, Carla (2017). Digital tools in education: on usage, effects and the role of the teacher. Stockholm: SNS förlag. 119 p.

Ottestad, Geir (2013). School leadership for ict and teachers' use of digital tools. Nordic Journal of Digital Literacy, 2013(1), 107-125. 18 p.

Other literature

The Interactive Anti Plagiarism Guide - Jönköping University (will be available on the learning platform)

Search and write (n.d.). Citing sources - how to create literature references. University Library: Jönköping University