JÖNKÖPING UNIVERSITY
School of Education and Communication

COURSE SYLLABUS

Sustainability and EdTech, 7.5 credits

Hållbarhet och EdTech, 7.5 högskolepoäng

Course Code:	LHER24	Education Cycle:	Second-cycle level
Confirmed:	Sep 11, 2025	Disciplinary domain:	Social sciences
Revised:	Feb 02, 2026	Subject group:	Education
Valid From:	Aug 31, 2026	Specialised in:	A1N Second cycle, has only first-cycle course/s as entry requirements
		Main field of study:	Education

Intended Learning Outcomes (ILO)

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

Knowledge and understanding

- explain why issues of sustainability are relevant to technology use in learning environments
- identify connections between sustainability and technology use in learning environments

Skills and abilities

- summarize literature concerning sustainability, technology and learning
- develop scenarios for action in relation to sustainability, technology and learning

Judgement and approach

- critically discuss the relationship between sustainability and technology in learning environments
- problematize and assess possible actions in relation to sustainability, technology and learning

Content

- Theoretical and conceptual perspectives of in education technology and sustainability
- Stakeholder perspectives
- Micro research methods for actions
- Three pillars of sustainability

Type of instruction

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

A learning management system 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 instance to which they were accepted. After that, the right to receive instruction/supervision expires.

Language of instruction is English.

Entry requirements

A bachelor's degree (i.e., the equivalent of 180 ECTS credits at an accredited university) with at least 90 credits in education or social science including independent work, i.e., a thesis or the equivalent. English proficiency is required.

Examination and grades

The course is graded A, B, C, D, E, FX or F.

The examination is based on the intended learning outcomes.

The grades A, B, C, D and E are all passing grades. For courses with more than one element of examination, students are given a final grade based on an overall assessment of all the elements included in the course. The final grade of the course is issued only when all elements of examination have been passed.

The forms of examination are individual oral examination and individual written assignment.

The examination must allow for students to be assessed on an individual basis. Further information concerning assessment of specific intended learning outcomes and grading criteria is provided at the beginning of the course.

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

Registration of examination:

Name of the Test	Value	Grading
Individual oral examination	3 credits	G/U
Individual written assignment	4.5 credits	A/B/C/D/E/FX/F

Course evaluation

The instruction is followed up throughout the course. A course evaluation is conducted at the end of the course. A summary and comments are published in the learning management system. The evaluation constitutes a basis for future improvements to the course.

Other information

If a student has failed the same examination three times, the student can request that the next attempt be graded by a new examiner. The decision to accept or reject such a request is made by the associate dean of education. A student may not make a second attempt at any examination already passed in order to receive a higher grade.

In case a course is terminated or significantly altered, examination according to the earlier syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

The examiner has the right to give an adapted examination or let the student carry out the examination in an alternative way provided that the intended learning outcomes can be secured and that there are exceptional reasons for this, including the student's right to targeted study support.

Course literature

Please note that changes may be made to the reading list up until eight weeks before the start of the course.

Clayton, S. et al. (2025). The environmental ethics of Generative AI: Artificial intelligence or real ignorance? BERA Blog https://www.bera.ac.uk/blog/the-environmental-ethics-of-generative-ai-artificial-intelligence-or-real-ignorance

Costa, A. C. F., de Brito Silva, A. M., Espuny, M., Rocha, A. B. T., & de Oliveira, O. J. (2024).Toward quality education: Contributions of EdTech to the achievement of the fourth United Nations sustainable development goal. *Sustainable Development* , *32* (3), 1634-1651.https://doi.org/10.1002/sd.2742

Eynon, R. (2021). Lifelong learning and the Internet: Who benefits most from learning online? *British Journal of Educational Technology,* 52(2), 569-583. https://doi.org/10.1111/bjet.13041

Facer, K., & Selwyn, N. (2021). Digital technology and the futures of education – towards 'non-stupid' optimism. https://unesdoc.unesco.org/ark:/48223/pf0000377071

Kaviani, F., Selwyn, N., Strengers, Y., Dahlgren, K., Cumbo, B., & Wagner, M. (2025). Future schools and the energy implications of AI in education: A review of scenarios and method for engaging young people in futures thinking. *Policy Futures in Education* ,https://doi.org/10.1177/14782103251322271

McKenzie, M., & Gulson, K.N. (2023). The incommensurability of digital and climate change priorities in schooling: An infrastructural analysis and implications for education governance. *Research in Education,* 117(1), 58-72. https://doi.org/10.1177/00345237231208658

Rafalow, M. H., & Puckett, C. (2022). Sorting Machines: Digital Technology and Categorical Inequality in Education. *Educational Researcher* , *51* (4), 274-278. https://doi.org/10.3102/0013189X211070812

RISE (2020). *Scenario-planning – Support for schools during the coronavirus pandemic.* Available on coursepage on Canvas

Selwyn, N. (2021). *Education and Technology – key issues and debates* . Bloomsbury publishing. Chapter 2 and 8.

Selwyn, N. (2025). *Digital degrowth: Radically Rethinking Our Digital Futures* . John Wiled and Sons Ltd.

Selwyn, N., Kaviani, F., Strengers, Y., Dahlgren, K., Cumbo, B., & Wagner, M. (2025). "We're already experts in school, right?": Supporting students' construction of future school scenarios. *Futures* , *166* , https://doi.org/10.1016/j.futures.2025.103541

Skoug Saetra, H. (2023). *Technology and sustainable development – The promise of pitfalls of techno-solutionism.*

Thomas, J. V., Sankar, M., Deepika, S. R., Nagarjuna, G., & Arjun, B. S. (2024).EdTech tools for sustainable practices: A green revolution in education. In *Technological Innovations for Business, Education and Sustainability* (pp. 117-129). Emerald Publishing Limited. https://doi-org.proxy.library.ju.se/10.1108/978-1-83753-106-620241009 (available online through JU library)

Tiernan, P. (2022). Gently down the stream(ing): Can digital literacy help turn the tide on the climate crisis? *Nordic Journal of Digital Literacy,* 17(3),182-189.https://doi.org/10.18261/njdl.17.3.4

Waelen, R., van Wynsberghe, A. Considering the Social and Economic Sustainability of AI. *Sci Eng Ethics* 31, 19 (2025). https://doi.org/10.1007/s11948-025-00544-1

Werse, N.R. (2023). The quest to cultivate an ecocritical awareness in educational technology scholarship: A question of disciplinary focus in the age of environmental crisis. *British Journal of Educational Technology* ,54(6), 1878-1894.https://doi.org/10.1111/bjet.13327

Citing Sources – How to Create Literature References

https://ju.se/library/academic-language/reference-management.html

Sourcewise: A Student's Guide to Avoiding Plagiarism

Information about plagiarism at higher education institutions

Available in the learning management system