KURSPLAN

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

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Kurskod:	LD1R29	**Utbildningsnivå:**	Avancerad nivå
Fastställd av:	Utbildningschef 2019-03-20	**Utbildningsområde:**	Samhällsvetenskapliga området
Reviderad av:	Utbildningschef 2020-11-05	**Ämnesgrupp:**	PE1
Gäller fr.o.m.:	Hösten 2021	**Fördjupning:**	A1N
Version:	3	**Huvudområde:**	Pedagogik

Lärandemål

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

Kunskap och förståelse
- identify 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 analyze implications of digital media landscapes from a market and educational perspective
- identify and critically examine conditions for communication and learning in and out of school

Färdighet och förmåga
- design an implementation plan for a specific digitalization area
- identify and formulate issues of digital competence relevant to educational leadership, educational development and implementation in educational settings as well as teacher education

Värderingsförmåga och förhållningssätt
- critically evaluate reasons/incentives for and against digitalization
- discuss and assess 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

Innehåll

• 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

Undervisningsformer

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.

Undervisningen bedrivs på engelska.

Förkunskapskrav

Grundläggande behörighet samt kandidat- eller yrkesexamen om minst 180 hp med minst 90 hp inom utbildningsvetenskap, samhällsvetenskap eller ett relaterat område, inklusive ett självständigt arbete. Dessutom krävs Engelska 6/B. Dispens ges från kravet i svenska.

Examination och betyg

Kursen bedöms med betygen A, B, C, D, E, FX eller F.

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 examination is based on the intended learning outcomes.

Forms of examination:

The course consists of three examinations. The student should, in a group together with other students, prepare and contribute to two seminars, and create and present a multimodal assignment during the course. These assignments are graded with pass or fail. At the end of the course, the student is examined by an individual written paper graded with A-F.

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.

The student must pass each examination in order to pass the course. The final grade will be dependent on the grade of the individual written assignment.

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

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.

Poängregistrering av examinationen för kursen sker enligt följande system:

Examinationsmoment	Omfattning	Betyg
Seminarier	2 hp	U/G
Individuell skriftlig inlämningsuppgift	5,5 hp	A/B/C/D/E/FX/F

Kursvärdering

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.

Kurslitteratur

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.

Salavati, Sadaf (2016). *Use of Digital Technologies in Education: The Complexity of Teachers' Everyday Practice.* (Dissertation, Linneaus University). 317 p.

Selwyn, Neil, Nemorin, Selena, Bulfin, Scott, & Johnson, Nicola F. (2018). *Everyday schooling in the digital age: high school, high tech?* Abingdon: Routledge. 193 p.

Stochetti, Matteo (Ed.). (2014). *Media and education in the digital age: Concepts, Assessments, Subversions.* Frankfurt am Main: Peter Lang. 366 p.

1500-2000 pages in selection from the list.

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

Citing Sources – How to Create Literature References
http://ju.se/library/search--write/citing-sources---how-to-create-literature-references.html

The Interactive Anti-Plagiarism Guide – Jönköping University
Information about plagiarism at higher education institutions
Available in the learning management system