JÖNKÖPING UNIVERSITY
School of Education and Communication

COURSE SYLLABUS

Digitalization and Implementation Processes in School 2 (DIP II), 7.5 credits

Digitalization and Implementation Processes in School 2 (DIP II), 7.5 högskolepoäng

Course Code:	LD2S23	Education Cycle:	Second-cycle level
Confirmed:	Jun 23, 2025	Disciplinary domain:	Social sciences
Valid From:	Jan 19, 2026	Subject group:	Education
		Specialised in:	A1F Second cycle, has second-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

- account for implementation processes studied in fieldwork grounded in theoretical perspectives
- identify and analyse challenges in local implementation processes in educational settings

Skills and abilities

- implement designed practical fieldwork
- apply and critically discuss theoretical perspectives in designed fieldwork in a local educational setting
- investigate and formulate challenges in fieldwork in educational settings

Judgement and approach

- critically assess and analyse implementation of digitalization processes from a theoretical perspective
- discuss and critically value outcomes of implemented fieldwork

Content

- Implementation of digitalization in educational settings on local level
- Global framing of perspectives on digitalization
- Implementation of theoretical perspectives of digitalization in educational settings
- Assessment and evaluation of the potential pedagogical and/or administrative added value of digitalization

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 to which they were accepted. After that, the right to receive instruction/supervision expires.

Language of instruction is in English.

Entry requirements

A bachelor's degree (i.e., the equivalent of 180 ECTS credits from an accredited university) with at least 90 credits in educational sciences, social sciences, or related field, including independent, theoretical based work, i.e. a thesis or the equivalent. The applicant must also have taken the course Digitalization and Implementation Processes in School I (DIP I) or the equivalent. Proof of English proficiency is required. Exemption is granted from the requirement in Swedish.

Examination and grades

The course is graded A, B, C, D, E, FX or 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 examination is based on the intended learning outcomes.

The course is examined by two forms of assignments. One individual written assignment describing the planning, implementation, assessment and evaluation of a digitalization process. This assignment is graded with A-F. A seminar presentation including defending of the own work and review of two other students' work. This assignment is graded with pass or fail.

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.

Registration of examination:

Name of the Test	Value	Grading
Seminar [1]	2 credits	G/U
Individual written assignment	5.5 credits	A/B/C/D/E/FX/F

[1] The seminar is graded Fail (U) or Pass (G).

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

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.

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.

Agélii Genlott, Annika (2020). *Designing for Transformational Change in School: Digitalizing the Digitized. Dissertation.* Örebro universitet, Handelshögskolan vid Örebro Universitet.

Almén, Lars, & Bagga-Gupta, Sangeeta (2019). *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.

Davoud, Masoumi & Bourbour, Maryam (2024). *"Framing adequate digital competence in early childhood education."* Springer.www.link.springer.com/article/10.1007/s10639-024-12646-7

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

European Education Area (n.d.). *Digital Education Action Plan* (2021-2027).www.education.ec.europa.eu/focus-topics/digital-education/action-plan#:~:text=The%20Digital%20Education%20Action%20Plan%20(2021%2D2027)%20is%20a,States%20to%20the%20digital%20age

MacDonald, C.J., Backhaus, I., Vanezic, E., Yeratziotisc, A., Clendinneng, D., Seriola, I.,Häkkinen, S., Cassar, M., Mettouris, C. & Papadopoulos, G. A. (2024). *"European Union Digital Education quality standard framework and companion evaluation toolkit"* Open Learning: The Journal of Open, Distance and E-Learning 2024, VOL. 39, NO. 1, 85–100 www.doi.org/10.1080/02680513.2021.1936476. www-tandfonline-com.proxy.library.ju.se/doi/epdf/10.1080/02680513.2021.1936476?needAccess=true

Reis-Anderssons, Jussara (2023). *Leadership in digitalisation: A practice-oriented approach for expanding access and application of digital technologies in K–12 education.* Dissertaton. Mittuniversitetet.www.diva-portal.org/smash/get/diva2:1833538/FULLTEXT01.pdf

Schmidt, Eva-Maria (2024). *Digital technologies in children's everyday lives and in 'doing family.' Families, Relationships and Societies: An international journal of research and debate.* 13: 2. Bristol University Press.www.bristoluniversitypressdigital.com/view/journals/frs/13/2/article-p215.xml

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.

Valladares Rios, Luis, Acosta-Diaz, Ricardo, & Santana-Mancilla, Pedro (2023). *Enhancing Self-Learning in Higher Education with Virtual and Augmented Reality Role Games: Students' Perceptions.* Virtual Worlds 2(4).www.mdpi.com/2813-2084/2/4/20.

Scott, Howard & Smith. Matthew. *Innovation from necessity: digital technologies, teacher development and reciprocity with organisational innovation"* Open Learning: The Journal of Open, Distance and E-Learning 2024. Vol 39. Taylor & Francis.www.tandfonline.com/doi/full/10.1080/02680513.2024.2307627#d1e384

Citing Sources – How to Create Literature References

http://ju.se/library/search--write/citing-sources---how-to-create-literature-references.html

Sourcewise: A Student's Guide to Avoiding Plagiarism

Information about plagiarism at higher education institutions

Available in the learning management system