

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:	LD1R29	Education Cycle:	Second-cycle level
Confirmed:	Jun 23, 2025	Disciplinary domain:	Social sciences
Revised:	Sep 03, 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

- 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

Skills and Abilities

- 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

Judgement and Approach

- 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

Content

- 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.

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.

Entry Requirements

General entry requirements and a bachelor's degree or professional qualification (from an accredited university) of at least 180 ECTS credits with a minimum of 90 credits in educational sciences, social sciences, or related field, including independent, theoretical based work, i.e. a thesis 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 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.

Registration of examination:

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

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 the course literature may be revised up to eight weeks before the start of the course.

Agéll 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.

Bäcklund, J., & Samuelsson, U. (2026). Digital Intentions: A Critical Discourse Study of the national curricula concerning digitalizing Swedish Education. *Nordic Journal of Digital Literacy*, 21 (1), 14-31 (18 pages).

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](https://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., Yeratziotis, 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](https://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

<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