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:	LD2S20	**Education Cycle:**	Second-cycle level
Confirmed by:	Director of Education Mar 20, 2019	**Disciplinary domain:**	Social sciences
Valid From:	Spring 2020	**Subject group:**	PE1
Version:	1	**Specialised in:**	A1F
		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

Contents

- 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.

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

The teaching is conducted in English.

Prerequisites

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. The applicant must also have attempted (not necessarily passed) the course Digitalization and Implementation Processes in School (DIP) 1 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 instruction and course literature.

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 in a study guide distributed 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 is entitled to request that the next examination be assessed and graded by a new examiner. The decision to accept or reject such a request is made by the vice 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.

Registration of examination:

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

[I] Examination is graded pass (G) or Fail (U)

Course evaluation

The instruction is followed up throughout the course. At the end of the course, a course evaluation is performed and commented on by the course coordinator and, if possible, a student representative/student representatives (course developer/s). The evaluation, which is published on the relevant e-learning platform and submitted to the administration, is to function as a basis for future improvements to the course.

Course literature

Approximately 500 pages in agreement with the supervisor

Reference literature

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.

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

Spector, J. Michael, Ifenthaler, Dirk, Sampson, Demetrios G., & Isaias, Pedro (Ed.). (2016). *Competencies in Teaching, Learning and Educational Leadership in the Digital Age.* Papers from CELDA 2014. Cham: Springer International Publishing. 363 p.

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

http://pingpong.hj.se/public/courseId/10565/publicPage.do

Also available in the course event on the e-learning platform PING PONG