



COURSE SYLLABUS

Sustainable Leadership in a Digital Age, 7.5 credits

Sustainable Leadership in a Digital Age, 7,5 högskolepoäng

Course Code: LLAS23	Education Cycle: Second-cycle level
Confirmed by: Director of Education Oct 28, 2021	Disciplinary domain: Social sciences
Valid From: Autumn 2023	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

- analyze and problematize key-concepts related to leading digital change in the education sector
- account for technologies, applications, and technical platforms crucial for sustainable leadership
- account for and critically discuss change in organizations related to responsible and sustainable innovation informed by current research
- identify and critically discuss examples of data-driven practices in education

Skills and abilities

- critically and systematically select and argue for suitable governance models for digital implementation in education
- co-create advanced design for bringing about change from a sustainable perspective on digital leadership
- identify and formulate digital innovation potentials in education

Judgement and approach

- critically evaluate digitalization, and datafication change from ethical, social, communicative, and learning perspectives
- identify and reflect on challenges and opportunities of emerging practices with digital technologies for education, informed by relevant disciplinary, social and ethical issues

Contents

- Theoretical and conceptual perspectives of digital transformation and leadership in education
- Ethical and legal aspects related to data use and algorithmic decision-making in education
- System thinking - Thinking in Systems
- Data-driven practices in education
- Governance and leadership models in relation to digitalization strategies
- Inclusive socio-technical practices for innovation in education

- Digital sovereignty from a local 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.

The teaching is conducted in English.

Prerequisites

Completed Digitalization and implementation processes in school I, 7.5 credits, and taken Digitalization and implementation processes in school II, 7.5 credits, or equivalent. English proficiency is required.

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.

The course is examined through a group examination (3.5 credits) (Pass/Fail) and an individual written assignment (4 credits) (A, B, C, D, E, FX or 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.

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.

Registration of examination:

Name of the Test	Value	Grading
Group presentation ¹	3.5 credits	U/G
Individual written assignment	4 credits	A/B/C/D/E/FX/F

¹ The presentation 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.

Course literature

Andersson, P. and Rosenqvist, C.. (2018), "Strategic Challenges of Digital Innovation and Transformation", (Chapter 1) in: Andersson, P. et al (eds), *Managing Digital Transformation*, The Stockholm School of Economics Institute for Research (SIR) (Links to an external site.), Stockholm School of Economics: Stockholm.

Andersson, P. and Mattsson, L.G. (2018), "Digital Transformation Supporting Public Service Innovation – Business Model Challenges and Sustainable Development Opportunities", (Chapter 11) in: Andersson, P. et al (eds), *Managing Digital Transformation*, The Stockholm School of Economics Institute for Research (SIR) (Links to an external site.), Stockholm School of Economics: Stockholm.

Bilyalova, A. A., Salimova, D. A., & Zelenina, T. I. (2019, May). *Digital transformation in education*. In International Conference on Integrated Science (pp. 265-276). Springer, Cham.

Dignum, V. (2019). *Responsible artificial intelligence: how to develop and use AI in a responsible way*. Cham: Springer.

Edwards-Groves, C., Wilkinson, J., and Mahoon, K. (2020). Leading as shared transformative educational practice, in: Mahon, K, Edwards-Groves, C, Fransisco, S., Kaukko, M., Kemmis, S., Petrie, K. (eds.), *Pedagogy, Education, and Praxis in Critical Times*. Singapore: Springer.

Engeström, Y., Virkkunen, J., Helle, M., Pihlaja, J., & Poikela, R. (1996). The change laboratory as a tool for transforming work. *Lifelong learning in Europe*, 1(2), 10-17.
<http://www.springer.com/gp/book/9789462093263>

Hinings, B., Gegenhuber, T., & Greenwood, R. (2018). Digital innovation and transformation: An institutional perspective. *Information and Organization*, 28(1), 52-61.

Kane, G. C., Palmer, D., Phillips, A. N., Kiron, D., & Buckley, N. (2015). Strategy, not technology,

drives digital transformation. *MIT Sloan Management Review and Deloitte University Press*, 14 (1-25).

Matt, C., Hess, T., & Benlian, A. (2015). Digital transformation strategies. *Business & Information Systems Engineering*, 57(5), 339-343.

Meadows, D. H. (2008). *Thinking in systems: A primer*. Chelsea green publishing.
<http://www.adlibris.com/se/bok/thinking-in-systems-978160358055>

Player-Koro, C., Bergviken Rensfeldt, A. & Selwyn, N. (2018). Selling tech to teachers: education trade shows as policy events, *Journal of Education Policy*, 33:5, 682-703, DOI: 10.1080/02680939.2017.1380232

Schenk, B., & Dolata, M. (2020, January). *Facilitating digital transformation through education: A case study in the public administration*. In Proceedings of the 53rd Hawaii International Conference on System Sciences.

Vial, G. (2019). Understanding digital transformation: A review and a research agenda. *The Journal of Strategic Information Systems*, 28(2), 118-144.

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

Reference literature

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