JÖNKÖPING UNIVERSITY
School of Education and Communication

COURSE SYLLABUS
Sustainability, Digitalization, and Learning, 2.5 credits

Sustainability, Digitalization, and Learning, 2,5 högskolepoäng

Course Code:	LSLR22	**Education Cycle:**	Second-cycle level
Confirmed by:	Director of Education Oct 28, 2021	**Disciplinary domain:**	Social sciences
Valid From:	Autumn 2022	**Subject group:**	PE1
Version:	1	**Specialised in:**	A1N
		Main field of study:	Education

Intended Learning Outcomes (ILO)

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

Knowledge and understanding
- compare and discuss concepts regarding sustainability and digitalisation in policy documents

Skills and abilities
- apply a sustainable, digital and culturally diverse perspective on learning
- discuss and problematise conditions for sustainable, globalized education

Judgement and approach
- analyse and assess policy documents from sustainability and digitalization perspectives

Contents

• Sustainable and digitalized educational contexts
• Conditions for sustainable globalized education
• Sustainable, digital and culturally diverse perspective on learning
• Policy documents from sustainability and digitalization perspectives

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

A bachelor's degree (i.e., the equivalent of 180 ECTS credits at an accredited university) with at least 90 credits in education or social science including independent work, i.e., a thesis or the 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 two examinations. Students should, collaboratively, prepare and contribute to two seminars during the course resulting in individually written, argumentative texts. This assignment (1.5 credits) is graded with A-F. At the end of the course, the student is examined through an individual, oral, multimodal presentation (1 credit) 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.

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
Individual presentation[I]	1 credit	U/G
Individual written assignment	1.5 credits	A/B/C/D/E/FX/F

[I] 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

Alexander, P. A., Schallert, D. L. & Reynolds, R. E. (2009). What Is Learning Anyway? A Topographical Perspective Considered. *Educational Psychologist*, 176-192. http://www.doi.org/10.1080/00461520903029006

Brown, S.A. (2014). Conceptualizing digital literacies and digital ethics for sustainability education. *International Journal of Sustainability in Higher Education*, 15(3), 280–290. DOI: 10.1108/IJSHE-08-2012-0078

Bäcke, Maria. (2022). "Resisting Commodification: Subverting the power of global tech companies." Ed: Sangeeta Bagga-Gupta. Special issue. Bandung: Journal of the Global South. Vol. 9 (2022): Issue 1-2 (Feb 2022). Online ISSN: 2198-3534. Print ISSN: 2590-0013. DOI: 10.1163/21983534-09010003

Crisostomo, A. T., & Reinertsen, A. B. (2020). Technology and sustainability for/in early childhood education and care. *Policy Futures in Education*, 18(4), 545–555. DOI: 10.1177/1478210320921691

Devlin, M. & Samarawickrema, G. (2022). A commentary on the criteria of effective teaching in post-COVID higher education. *Higher Education Research & Development*, 41(1), 21–32, DOI: 10.1080/07294360.2021.2002828

Devlin M. & Samarawickrema, G. (2010). The criteria of effective teaching in a changing higher education context. *Higher Education Research & Development*, 29(2), 111–124, DOI: 10.1080/07294360903244398

European Commission. (2020). *The Digital Services Act package.* http://www.digital-strategy.ec.europa.eu/en/policies/digital-services-act-package

Gensch, C.-O., Prakash, S., and Hilbert, I. (2017). Is Digitalisation a Driver for Sustainability? In: Osburg, T. Lohrmann, C. (eds.) *Sustainability in a Digital World. New Opportunities Through New Technologies.* Cham: Springer, 117–130. DOI: 10.1007/978-3-319-54603-2

Hillman, T., Bergviken Rensfeldt. A. & Ivarsson, J. (2020). Brave new platforms: a possible platform future for highly decentralised schooling. Learning. *Media and Technology*, 45(1), 7– 16, DOI: 10.1080/17439884.2020.1683748

Khalid, A., Farid Malik, G. & Mahmood, K. (2021). Sustainable development challenges in libraries: A systematic literature review (2000–2020). *The Journal of Academic Librarianship*, 47(3), 1–9. DOI: 10.1016/j.acalib.2021.102347

Knaut, A. (2017). How CSR Should Understand Digitalization In: Osburg, T. Lohrmann, C.

(eds.) Sustainability in a Digital World. New Opportunities Through *New Technologies.* Cham: Springer, 249–256. DOI: 10.1007/978-3-319-54603-2

Kuntsman A. & Rattle I. (2019). Towards a Paradigmatic Shift in Sustainability Studies: A Systematic Review of Peer Reviewed Literature and Future Agenda Setting to Consider Environmental (Un)sustainability of Digital Communication. *Environmental Communication,* 13(5), 567–581. DOI: 10.1080/17524032.2019.1596144

Lackey, C. (1994). Social science fiction. *Teaching Sociology*, 22(2): 166–173.

Langthaler, M. & Bazafkan, H. (2020). *Digitalization, education and skills development in the Global South: an assessment of the debate with a focus on Sub-Saharan Africa.* OFSE, 1–22. URL: http://www.oefse.at/fileadmin/content/Downloads/Publikationen/Briefingpaper/BP28Digitalization.pdf

Monnin, A. (2009). Artifactualization: Introducing a new concept. *InterFace 2009: 1st International Symposium for Humanities and Technology.*, Jul 2009, Southampton, United Kingdom. http://www.hal-paris1.archives-ouvertes.fr/hal-00404715

Osburg, T. Lohrmann, C. (eds.) (2017). *Sustainability in a Digital World. New Opportunities Through New Technologies.* Cham: Springer, v – xvii prefaces and introduction. DOI: 10.1007/978-3-319-54603-2

Pangrazio , L., & Selwyn, N. (2019). 'Personal data literacies': A critical literacies approach to enhancing understandings of personal digital data. *New Media & Society*, Vol. 21(2) 419–437. DOI:11.0or.g1/107.171/1774/61144614448418817879999523

Ross, J. (2017) Speculative method in digital education research. *Learning, Media and Technology,* 42(2), 214-229, DOI: 10.1080/17439884.2016.1160927

Selwyn, N. (2021). *Education and technology: key issues and debates.*Third edition. London: Bloomsbury Academic.

Selwyn, N., Pangrazio, L., Nemorin, S., & Perrotta, C. (2020). What might the school of 2030 be like? An exercise in social science fiction. *Learning, Media and Technology*, 45(1), 90–106. DOI: 10.1080/17439884.2020.1694944

Selwyn, N., Hillman, T., Bergviken Rensfeldt, A., & Perrotta, C. (2021). Digital Technologies and the Automation of Education—Key Questions and Concerns. *Postdigital Science and Education,* 1–10. DOI: 10.1007/s42438-021-00263-3

Selwyn, N. (2021). Less work for teacher? The ironies of automated decision-making in schools. Monash University. Chapter. http://www.doi.org/10.26180/16786045.v1

Suoranta, J., Teräs, M., Teräs, H., Jandric, P., Ledger, S., Macgilchrist, F., & Prinsloo, P. (2022). Speculative Social Science Fiction of Digitalization in Higher Education: From What Is to What Could Be. *Postdigital Science and Education*, 4(2), 224–236. DOI: 10.1007/s42438-021-00260-6

Wallin, A., Koro-Ljungberg, M., & Eskola, J. (2019). The method of empathy-based stories. *International Journal of Research & Method in Education*, 42(5), 525–535. DOI: 10.1080/1743727X.2018.1533937

Williamson, B., Bergviken Rensfeldt, A., Player-Koro, C. & Selwyn, N. (2019) Education recoded: policy mobilities in the international 'learning to code' agenda. *Journal of Education Policy*, 34(5), 705–725, DOI: 10.1080/02680939.2018.1476735

500-750 pages in selection from the list

Please note that changes may be made to the reading list up until eight weeks 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