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:	FLDP231	**Education Cycle:**	Third-cycle level
Confirmed by:	Dean of Research (HLK) Oct 26, 2020	**Research subject:**	Education
Valid From:	Spring 2021		
Version:	1		

Intended Learning Outcomes (ILO)

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

Knowledge and understanding
- account for different categories of implementation process of digital technologies related to a specific case
- identify and formulate challenges in local implementation processes in research settings

Skills and abilities
- implement minor designed practical research fieldwork
- apply theoretical perspectives underpinning designed fieldwork in a local educational setting of relevance to the doctoral student's research project
- formulate and reflect upon challenges in fieldwork in educational settings from a local to a global perspective

Judgement and approach
- critically review and problematise the implementation of digitalization processes from the theoretical perspective underpinning the doctoral student's research project
- discuss and critically value outcomes of implemented fieldwork of relevance to the doctoral student's research project
- analyse and problematise challenges in local implementation processes in research settings
- critically discuss theoretical perspectives underpinning designed fieldwork in a specific setting

Contents

• Implementation of digitalization processes in educational settings on a local level
• Assessment and evaluation of the potential pedagogical and/or administrative added value of digitalization
• Global framing of perspectives on digitalization processes
• Theoretical perspectives on implementation processes of digitalization in the educational sector

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

To be admitted to the course, the applicant must meet the general entry requirements for doctoral programmes, i.e. have been rewarded a degree at second-cycle level, or have achieved at least 240 credits, of which a minimum of 60 credits must have been achieved at second-cycle level. Moreover, the previous attendance to the course Digitalization and Implementation Processes in School I or the equivalent is required.

English proficiency corresponding to English 6, or English course B in the Swedish upper secondary school system, 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 instruction and course literature and includes an individually written assignment and a seminar. More information about the assessment of the specific goals and grading criteria will be provided to participants at the start of the course.

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	2 credits	U/G

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

A literature review of the most relevant research articles during the last five years in relation to the implementation project. (minimum 15 articles)

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 The Interactive Anti Plagiarism Guide - Jönköping University (will be available on the learning platform)