



Course syllabus

Faculty of Technology

Department of Computer Science and Media Technology

1ME119 IKT och lärande - digital kompetens och pedagogiska verktyg, fördjupning, 7,5 högskolepoäng

1ME119 ICT and learning - digital competence and educational tools, advanced, 7.5 credits

Main field of study

Media Technology

Subject Group

Media Production

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved 2013-08-19

Revised 2017-11-13 by Faculty of Technology. Removal of ECTS-grading scale.

The course syllabus is valid from spring semester 2018

Prerequisites

1ME118 ICT and learning - digital competence and educational tools, 7.5 credit or equivalent.

Objectives

Emphasis in the course is in-depth knowledge of how media technologies can transform their own teaching, in-depth comparison and analysis of systems for collaborative learning and administration, as well as in deeper studies of literature and research in the field. After completing the course the students should:

- have deepened their understanding of how media technologies can be used to improve their own teaching, from a subject- or method perspective, e.g. by means of detailed studies of the literature
- have gained deeper insights into research on digital collaborative learning, digital communication, work efficiency and administration, and have compared and evaluated various tools, methods and systems for the above
- have critically examined models of organized instruction from an ICT perspective

- have practical knowledge of various tools for online teaching and communication and how this education and communication can be recorded and reused
- in a school, or any other place with ongoing organized instruction, having analyzed the need for professional development, the need for digital and physical material and tools, and write a research and regulations related project for development proposal based on this analysis in order to develop the use of digital learning tools in their own workplace
- have demonstrated skills in reflecting on their own learning process by using digital tools, and to use these tools to provide feedback on the course colleagues' learning process.

Content

The course covers tasks and discussions with the aim of deepening the participants understanding of how media technologies can be implemented in their own teaching, as well as provide insight and problematize the overarching conditions for the development of the use of modern digital technology at a school or any other place of organized instruction. Participants have the opportunity to analyze and discuss the needs, opportunities and obstacles, laws and regulations, policy documents and local regulations, and how these affect the work to improve the use of media technologies in the workplace. The student is thus expected to communicate with colleagues to investigate, document and analyze the workplace ICT strategy. During the course, the students will collaborate on and provide feedback on each other's work using modern platforms for communication and information management.

Type of Instruction

The teaching is held largely in terms of distance Learning asynchronously, via modern communication platforms. A number of synchronous physical or digital photos will also be conducted where there is an opportunity for discussion, feedback and collaboration with fellow students and course management. A condition for undertaking the course is that the participant has the opportunity to work in a teaching position with a student- or other group of learners.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

The assessment is partly continuous throughout the course in the form of individual tasks, group work and seminars. All tasks are mandatory.

Students who do not pass the regular examination will be offered retrials close to the regular examination.

Course Evaluation

During the course or in close connection to the course, a course evaluation is to be carried out. The result and analysis of the course evaluation are to be communicated to the students who have taken the course and to the students who are to participate in the course the next time it is offered. The course evaluation is carried out anonymously. The compiled report will be filed at the Faculty.

Required Reading and Additional Study Material

Required reading

Fleicher, H & Kvarnsell, H. (2015). Digitalisering som lyfter skolan, Gothia utbildning AB. 179 p. ISBN 97789188099358

Gärdenfors, P (2010), *Lusten att förstå : om lärande på människans villkor*, Natur & kultur. 284 p. ISBN:9789127121652

McLeod S. & Lehmann C (2011), *What School Leaders Need to Know About Digital Technologies and Social Media*, John Wiley & Sons. 224 p. ISBN: 9781118022245

Web-based material. approx. 100 pages

Recommended supplementary reading

Johnson, L., Adams Becker, S., Cummins, M., Estrada V., Freeman, A., and Ludgate, H. (2013). *NMC Horizon Report: 2013 K-12 Edition*. Austin, Texas: The New Media Consortium. Available at: [www.nmc.org/pdf/2013-horizon-report-k12.pdf]. 44 p. ISBN 978-0-9889140-1-8

Winter, S & Johansson, P (2009), *Digitalis filosofi [Electronic]* Stockholm, .SE. Available : www.iis.se/docs/digitalis_filosofi_web.pdf [20111122]. 70 p. ISBN: 9789197790888