Linnæus University

Course syllabus

Faculty of Social Sciences
Department of Pedagogy and Learning

2PE321 Designa för lärande med utgångspunkt i barns digitala livsvillkor, 7,5 högskolepoäng
Design for Learning Based on Children's Experiences of Living in Digital Worlds, 7.5 credits

Main field of study
Education

Subject Group
Education

Level of classification
First Level

Progression
G2F

Date of Ratification
Approved by Faculty of Social Sciences 2021-06-30
The course syllabus is valid from spring semester 2022

Prerequisites
Bachelor or Master of Arts in Primary Education or Extended School, or the equivalent.

Objectives
Upon completion of the course, students shall be able to:

- problematize and critically examine children's experiences of living in the digital world, based on social as well as democratic aspects,
- apply different methods to map out and conduct a situation analysis of children's experiences of living in the digital world,
- design and carry out a learning activity in which digital tools are used in order to promote pupils' sense-making and knowledge representation based on a multimodal perspective,
- analyse and discuss the results and consequences that the design may have for children's sense-making and knowledge representation,
- identify the possibilities as well as challenges concerning assessment of multimodal representation learning and reflect on their consequences for the practice of assessment.

Content

The course focuses on the importance of adopting a scientific approach to the subject of children's experiences of living in the digital world in the daily educational practice as a working teacher. Students are given the opportunity to look into and reflect on their own digital competence. The course problematizes the use of digital tools and educational resources in relation to legal, ethical, social and democratic aspects. A multimodal perspective on communication and learning is studied and applied in order to possibly increase sense-making learning processes in the education. Furthermore, assessment of multimodal representation learning is also problematized.

Type of Instruction

Teaching takes place in the form of lectures, workshops and seminars.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).
Examination of the course objectives takes place by means of three seminar assignments, one multimodal representation learning activity and one individual written assignment.

In order to receive a grade of Pass in the course, the course objectives must be attained.

For a grade of Pass with Distinction in the course, the individual written assignment requires the grade of Pass with Distinction.

A retake of the examination is provided in accordance with the Local Regulations for First-Cycle and Second-Cycle Courses and Examination at Linnaeus University.

Should the university determine that a student is entitled to special educational support due to impairment, the examiner may provide the student with an adapted test or the student may carry out the examination in an alternative way.

Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis of the evaluation are presented to the students who have completed the course as well as to new students at the following course date. The course evaluation is conducted anonymously.

Required Reading and Additional Study Material

Karlsudd, Peter. (2019). Cheating or legitimate support? Student-Teachers´ attitudes toward digital tools in school. In *Support for Learning*, 11/2018, Vol.33(4), (21 p.)

Samuelsson, Ulli. (2014), *Digital (o)jämlikhet? IKT-användning i skolan och elevers tekniska kapital*. (Doctoral thesis). Jönköpings högskola (131 p.)

Selander, Staffan. & Kress, Gunther. (2017). *Design för lärande ett multimodalt perspektiv*. Studentlitteratur, (173 p.) ISBN: 9789144119762.

Selander, Staffan & Åkerfeldt, Anna. (2016). Design i lärande. I *Leda och lära i tekniktäta klassrum*. Stockholm: Skolverket Lärportalen. (7 p.) Available on the Internet.

Selwyn, Neil. (Latest edition). *Skolan och digitaliseringen. Blir utbildning bättre med digital teknik?* Daidalos: Göteborg (200 p.)

Wernholm, M. (2020). *Children's learning at play in a hybrid reality*. (Doctoral thesis). Linnaeus University, Kalmar. (100 p.)

Willermark, Sara (2018). *Digital didaktisk design. Att utveckla

undervisningspraktiken i och för en digitaliserad skola. (Doctoral thesis). Högskolan Väst. (112 p.)

Åkerfeldt, Anna & Selander, Staffan. (2016). Design för lärande. I Skolverket: *Leda och lära i tekniktäta klassrum.* Stockholm: Skolverket Lärportalen. (8 p.) Available on the Internet.