LC100N Digital Competence and Learning - iCT and Pedagogy for the 21st Century 8.0 credits

Digital kompetens och lärande - IKT och pedagogik för det 21:a århundradet

This is a translation of the Swedish, legally binding, course syllabus.

Establishment

Course syllabus for LC100N valid from Spring 2011

Grading scale

P, F

Education cycle

First cycle

Main field of study

Technology

Specific prerequisites

• Completed upper secondary education including documented proficiency in Swedish corresponding to Swedish B and English corresponding to English A. For students who

received/will receive their final school grades after 31 December 2009, there is an additional entry requirement for mathematics as follows: documented proficiency in mathematics corresponding to Mathematics A **and**

- 30 university credits (hp) in any subject.

Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

Intended learning outcomes

The course aims to give an understanding of what informal learning in digital environments can look like and how Internet and ICT can be used to support learning within the school in the 21st Century.

- After the course the student should be able to analyze and choose digital media as a support in teaching
- After the course the student should be able to integrate and use digital media in his/her own activities
- After the course the student should be able to discuss the pros and cons with integrating of ICT and Internet in your own activities

Course contents

Informal learning in digital environments, students of today- who are they and how do they think? The development of Internet and the expression Web 2.0, personal learning environments. The use of social networks, bookmarking functions, blogs, wikis, podcasting and other forms of web based tools for informal learning, virtual worlds and teaching games, use of digital teaching platforms, interactive writing tablets and web based conference systems, open education resources (OER), IPR and Internet laws for educators and others who work in schools.

Disposition

Web based distance learning

Course literature

Education for a Digital World. Advice, Guidelines, and Effective Practice from Around the Globe - Commonwealth of Learning (2008)
The Theory and Practise of Online Learning - Terry Anderson (2007)
Web 2.0 for Content for Learning and Teaching in Higer Education - Franklin & Harmelen (2007)
Knowing Knowledge - George Siemens (2008)

The OER Handbook 1.0 for Educators - David Wiley et a (2008)
Copyright - copyleft. En guide om upphovsrätt och licenser på nätet - Mathias Klang (2008

Equipment

The course is given at a distance and is completely web based. Required equipment: Computer with Internet

Examination

- INL1 - Assignment, 2.5 credits, grading scale: P, F
- PRO1 - Project, 3.0 credits, grading scale: P, F
- INL2 - Assignment, 2.5 credits, grading scale: P, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

If the course is discontinued, students may request to be examined during the following two academic years.

Home assignments and exams of the literature (INL1; 2,5 cr and INL2; 2,5 cr)
Project assignment: Account of a test (or field study) with integration of digital media as a support for learning (PRO1; 3 cr)

Other requirements for final grade

Examination by:

Home assignments and exams of the literature (INL1; 2,5 cr and INL2; 2,5 cr)
Project assignment: Account of a test (or field study) with integration of digital media as a support for learning (PRO1; 3 cr)

Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.