Digitization of Schools and Education: The Case of Sweden

# Details

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Literacy and skills

## Sample

Research on digitalization of schools and education as an integral part of educational governance, situated in and related to the larger society.

## Implications For Educators About

Other

## Implications For Policy Makers About

Other

## Other PolicyMaker Implication

Digitalization and technology are not value free

## Implications For Stakeholders About

Researchers

# Abstract

In the studies presented here, digitalization of schools and education is viewed as an integral part of educational governance, situated in and related to the larger society. In this context, it can be shown that educational (digital) technology per se does not provide the solution to educational problems, nor does it have the potential to transform education culture and make teaching and learning more effective and innovative. Political decisions, together with the teacher’s educational mission, are more important in the structuring of education. This is also considered in relation to the fact that digitalization is an expanding area of education policy situated within the larger political/economic changes in societies in Western countries that have led to a fundamental reshaping of public education systems toward markets and economic competitiveness. As a consequence, educational policy, at least when it comes to digitalization, is driven by business ideas rather than broader ideas about what we want education to be for the individual and for society as a whole.

# Outcome

"[Q]uestions about digitalization and technology use in education are not value free. They are an integral part of educational governance and, hence, highly political. This is particularly important at present, when politics on various levels is in increasing tension with education as a public good. Educational technology per se cannot provide the solution to educational problems, nor does it have the potential to transform education culture and make teaching and learning more effective and innovative." (Author, 131)