Digitalization and digital transformation in schools: A challenge to educational theory?

# Details

## Year

2020

## Scope

Other

## Countries

Sweden

## Type

Other

## Methodologies

## Other Methodology

Theoretical discussion based on relevant literature

## Researched Groups

Teachers / Educators

## Children Ages

* Kids (6-10 Years old)
* Pre-adolescents (11-13 Years old)
* Adolescents (14-18 Years old)

## Funder

The Industrial Doctoral School, Umeå University, Sweden; Atea Sweden

## Funder Types

## Informed Consent

Consent not mentioned

## URL

https://www.abdn.ac.uk/education/documents/journals\_documents/Volume\_27\_Issue\_2\_Remote\_Teaching/3\_EITN\_2020\_02\_18\_Siljebo.pdf

## Data Set Availability

Not mentioned

# Goals

"The purpose of this article is to contribute to educational research and practice that wants to understand digitalization in schools as digital transformation. Specifically, an understanding that builds on educational theory and not general assumptions about availability of digital technologies. The approach taken in this article is to do this by developing a theoretical understanding of the concepts of digitalization and digital transformation in schools, and to put the understanding to use in empirical measurement." (Author, 25)