COURSE SYLLABUS
EduCom: Bridging Education and Communication for a Sustainable Future, 7.5 credits

EduCom: Bridging Education and Communication for a Sustainable Future, 7,5 högskolepoäng

Course Code:	FLEDS35	**Education Cycle:**	Third-cycle level
Confirmed by:	Dean of Research (HLK) Oct 23, 2024	**Research subject:**	Education
Valid From:	Jan 1, 2025		
Version:	1		

Intended Learning Outcomes (ILO)

The student shall meet the following learning outcomes, which cover knowledge and understanding, skills and abilities as well as judgement and approach. On completion of the course, the student should be able to:

Knowledge and understanding
- explain theories and concepts related to action competence, educommunication, and sustainability
- describe the development of educommunication in Latin America and Europe
- identify how educommunication can be applied in formal and informal educational settings to contribute to achieving higher levels of sustainability and action competence

Skills and abilities
- apply complex, contemporary theoretical frameworks to critically analyze the intersection of education and communication for sustainable societies
- interpret the intersection of education and communication within the context of various sustainability challenges
- reflect on emerging research directions in educommunication and its multiple dimensions of sustainability

Judgement and approach
- critically review theories and concepts related to the development of educommunication for a sustainable future
- examine and problematize various transdisciplinary approaches to education and communication in the context of contemporary sustainable societies.

Contents
- The global development of the intersection between education and communication
- Contemporary theories on core concepts such as action competence and
- Educommunication across multiple dimensions of sustainability

- Analytical approaches to the intersection of education and communication for sustainable societies

Type of instruction

Lectures, seminars, and exercises performed individually and in groups.

The teaching is conducted in English.

Prerequisites

The applicant must meet the general entry requirements for third-cycle courses and programmes.

English proficiency corresponding to English 6, or English course B in the Swedish upper secondary school system, is required.

Examination and grades

The course is graded Fail (U) or Pass (G).

Further information concerning assessment of specific intended learning outcomes and grading criteria is provided in a study guide distributed at the beginning of the course.

Registration of examination:

Name of the Test	Value	Grading
Individual written assignment	5 credits	U/G
Seminar	2.5 credits	U/G

Course evaluation

The instruction is followed up throughout the course, and a course evaluation is performed at the end of the course. The course coordinator collates and comments on the evaluation before submitting it to the associate dean of doctoral programmes at the School of Education and Communication. The evaluation is to function as a basis for future improvements to the course.

Other information

See separate attachment for a detailed schedule and information about the application procedure.

Course literature

Biesta, Gert J. J. (2015). The beautiful risk of education. Routledge. (178 pages)

Chen, Shih-Yeh, & Liu, Shiang-Yao (2020). Developing students' action competence for a sustainable future: A review of educational research. Sustainability, 12(4): 1374. (14 pages)

Chiappe, Andres, Amado, Nubia, & Leguizamón, Leonardo (2020). Educommunication in digital environments: An interaction's perspective inside and beyond the classroom. Innoeduca: International Journal of Technology and Educational Innovation, 6(1), 34-41. (7 pages)

Eizenberg, Efrat, & Jabareen, Yosef (2017). Social sustainability: A new conceptual framework. Sustainability, 9(1): 68-84. (16 pages)

Evans, Karen, Lee, Wing O., Markowitsch, Jörg, & Zukas, Miriam (Ed.). (2023). Third international handbook of lifelong learning. Springer. (100 selected pages).

Frau-Meigs, Divina, Kotilainen, Sirkku, Pathak-Shelat, Manisha, Hoechsmann, Michael, & Poyntz, Stuart R. (2021). The handbook of media education research. Wiley. (100 selected pages,)

Freire, Paulo (2000). Pedagogy of the oppressed. Continuum. (180 pages)

Heldal, Marit, Hagen, Trond L., Olaussen, Ingvild O., & Haugen, Gry M. D. (2021). Social sustainable education in a refugee camp. Sustainability, 13(7): 3925. (18 pages)

Krøjer, Jo, & Langergaard, Luise L. (2023) Social sustainability in unsustainable society. Springer. (137 pages)

Looney, Janet & Santibañez, Barbara. (2021). Validation of non-formal and informal learning to support disadvantaged learners: Alternative assessments. European Journal of Education, 56(3): 439–453. (14 pages)

Mateus De Oro, Cirit, Jabba, Daladier, Erazo-Coronado, Ana Maria, Aguaded, Ignacio, & Campis Carrillo, Rodrigo (2024). Educommunication and ICT: From a corpus to a model of educational intervention for critical attitude. Technology, Pedagogy and Education, 33(2), 235–254. (19 pages)

Sass, Wanda, Boeve-de Pauw, Jelle, Olsson, Daniel, Gericke, Niklas, De Maeyer, Sven & Van Petegem, Peter. (2020). Redefining action competence: The case of sustainable development. The Journal of Environmental Education, 51(4), 292–305. (13 pages)

Tárcia, Lorena, Alzamora, Geane C., Cunha, Leo, & Gambarato, Renira R. (2023). Transmedia educommunication method for social sustainability in low-income communities. Frontiers in Communication, 8: article 1077807. (9 pages)

Additional academic articles and material (approximately 200 pages)

Other resources:

The Interactive Anti-Plagiarism Guide - Jönköping University (will be available on the learning platform)

Search and write (n.d.). Citing sources - how to create literature references. University Library: Jönköping University