

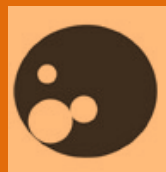


UNIVERSITY of OULU
OULUN YLIOPISTO



Master's Degree Programme in
EDUCATION and GLOBALISATION

CURRICULUM



FACULTY of EDUCATION

UNIVERSITY of OULU

Master's Degree Programme in Education and Globalisation

Education and Globalisation (EdGlo) is a full-time two-year international Master's programme (120 ECTS credits). It focuses on ethics, theory, policy, planning, curriculum, evaluation and comparative research in education. The central aim of the programme is to develop quality in education and to equip students to exercise socially responsible leadership in complex and diverse societies. The programme emphasises North-South-East-West dialogue and includes studies in multiculturalism, interculturalism, globalisation and their effects on various sectors of education. EdGlo graduates are competent to work in national and international contexts in the public, private and civil society sectors, in occupations such as project leaders, coordinators, educational consultants, evaluators, researchers, teachers and administrators.

Students major in educational sciences. The programme also includes a minor subject and an internship period which can be implemented in Finland or internationally in a variety of different settings such as intergovernmental agencies, non-governmental organisations or educational institutions. One third of the programme involves acquiring research tools, conducting research and writing a Master's thesis in a collaborative and multicultural research environment. After completing the programme, students are awarded a Master of Arts (Education) degree which enables them to continue their academic studies at doctoral level. This degree does not constitute a formal teaching qualification.

EdGlo Graduate Profile

EdGlo graduates are able to:

- make informed and ethical decisions in complex and diverse education environments in local and global contexts
- exercise socially responsible leadership in the fields of policy, curriculum, planning and evaluation in educational contexts
- conduct and utilize research that is robust and relevant to national and international debates in education
- work ethically and productively in partnership with diverse individuals, groups and communities
- show cross-cultural competence, seeing linguistic/cultural/ethnic/gender/sexual/religious/ideological differences as a source of learning
- introduce multiple perspectives into their professional activities and research and engage with different knowledges/cultures in ethical ways
- relate to the constantly changing nature of education and society, recognizing professional development as a collaborative process of lifelong and lifewide learning
- use information technology to enhance professional development and practice in informed and critical ways

EdGlo Programme Outline

1st year autumn

- Survival Finnish / Other language studies
- Orientation to Finnish Culture and Educational System
- Issues in Globalisation
- Nordic Education in the European and Global Context
- Qualitative Research Methodology
- Quantitative Research Methodology
- Minor Studies: Defining Education and Educational Sciences and their Tasks
- Minor Studies: Comparative Educational Research

1st year spring

- Issues in Globalisation (cont.)
- Nordic Education in the European and Global Context (cont.)
- Qualitative Research Methodology (cont.)
- Quantitative Research Methodology (cont.)
- Ethics and Education
- New Learning Environments and Technology
- Master's Thesis
- Minor Studies: Inclusive Education and Education for All
- Minor Studies: Development and Education (optional)
- (Internship)

2nd year autumn

- Educational Policy, Planning and Leadership
- Master's Thesis
- Internship
- Minor Studies: Economics of Education
- Minor Studies: Societies and Education in Transition
- Minor Studies: Global Citizenship Education (optional)

2nd year spring

- Master's Thesis
- (Internship)

EdGlo Structure and Preliminary Timing of Studies

Code	Title	Credits	Timing – credits per semester			
			Year 1 Autumn	Year 1 Spring	Year 2 Autumn	Year 2 Spring
	Language, Communication and Orientation Studies					
900017Y	Survival Finnish (foreign students only)	2	2			
000000Y	Swedish or other language studies (Finnish students only)	2	2			
405512Y	Orientation to the Finnish Culture and Educational System	3	3			
	total	5	5			
	Major - Advanced Studies in Education					
408512S	Issues in Globalisation	5	3	2		
408513S	Ethics and Education	5		5		
408514S	Nordic Education in the European and Global Context	5	2	3		
408515S	New Learning Environments and Technology	5		5		
408516S	Educational Policy, Planning and Leadership	5			5	
408518S	Internship	5			5	
408517S-01	Quantitative Methodology	5	3	2		
408517S-02	Qualitative Methodology	5	2	3		
408510S	Master's Thesis	40		5	10	25
	total	80	10	25	20	25
	Minor - Education in Transition (min. 25 credits)					
407509P	Defining Education, Educational Sciences and their Tasks	7	7			
407512P	Comparative Educational Research	5	5			
407509A	Inclusive Education and Education for All	3		3		
407510P	Economics of Education	5			5	
407511P	Societies and Education in Transition	5			5	
407518A	Global Citizenship Education (optional)	5				
408502S	Development and Education (optional)	4				
	total	25-34	12	3	10	
	Optional studies					
000000?	Freely selected by students	10	3	2	0	5
	total	10	3	2	0	5
	total for the degree	120	30	30	30	30

General information about the studies in the EdGlo programme

Personal Study Plan (PSP)

In the beginning of the studies each student produces a personal study plan (PSP) that will be reviewed during the course of studies. PSP is a written plan which includes information on student's study and career goals, structure of studies and implementation and realisation of different elements of the study programme. Each student will have individual discussions on his/her personal study plan with the programme coordinator. (Literature: Ansela, M. & Haapaniemi, T. & Pirttimäki, S. (2006) Personal Study Plans for University Students. A guide for Study Counsellors. Learning Centre. University of Kuopio. Electronic version is available at <http://www.uku.fi/opk/w5w/guide.pdf>.)

Structure of the Programme

The EdGlo programme, 120 credits, consists of the following entities:

1. General Studies (Language, Communication and Orientation studies), 5 credits
2. Major Subject Studies (Advanced Studies in Education), 80 credits
3. Minor Subject Studies (Education in Transition, or another minor subject), 25 credits
4. Optional Studies (according to students' own interests), 10 credits

1. General Studies (Language, Communication and Orientation studies), 5 credits

All students must complete 5 credits of general studies. The general studies form an orientation to the university studies in Finland and particularly to the EdGlo programme. Students focus on the Finnish education system, academic culture and traditions, scientific knowledge construction, and various forms of academic communication, particularly academic writing. The general studies are divided to language studies (2 credits) and communication and orientation studies (3 credits).

1a) Language Studies, 2 credits

All students must complete 2 credits of language studies:

- Foreign students must complete the Survival Finnish Course (900017Y).
If they have already completed the Survival Finnish course or an equivalent Finnish course, or already have basic skills in Finnish, they can choose a more advanced level Finnish course (min. 2 credits) or a course in another language (min. 2 credits) from the courses offered by the Language Centre at the university.
- Finnish citizens must complete the Swedish language course (901002Y).
If they have already completed an equivalent course as a part of their Bachelor's degree, they must choose min. 2 credits of other language studies from the courses offered by the Language Centre at the university. (If the student's secondary and upper secondary level studies have not included studies in the Swedish language she/he can be exempted from these studies on the basis of the application addressed to the faculty.)

1b) Communication and Orientation Studies, 3 credits

All students must complete 3 credits of communication and orientation studies. In the EdGlo programme, all students complete the course 405512Y Orientation to the Finnish Culture and Educational System.

2. Major Subject Studies (Advanced Studies in Education), 80 credits

All students must complete 80 credits of major subject studies. The advanced level studies in Education consist of the following compulsory courses:

- 408512S Issues in Globalisation, 5 credits
- 408513S Ethics and Education, 5 credits
- 408514S Nordic Education in the European and Global Context, 5 credits
- 408515S New Learning Environments and Technology, 5 credits
- 408516S Educational Policy, Planning and Leadership, 5 credits
- 408518S Internship, 5 credits
- 408517S Research Methodology, 10 credits
- 408510S Master's Thesis, 40 credits

3. Minor Subject Studies (Education in Transition, or another minor subject), 25 credits

All students must complete one minor subject with minimum of 25 credits. Education in Transition is a compulsory minor subject for those students whose previous studies (Bachelor level or other academic studies) have not included studies in educational sciences or pedagogy. Students who have previous studies in educational sciences or pedagogy (equivalent at least to 25 ECTS credits) can select another minor subject. However, the minor subject Education in Transition is recommended as a minor for all students in this programme.

The minor subject 'Education in Transition' consist of the following courses:

- 407509P Defining Education, Educational Sciences and their Tasks, 7 credits
- 407512P Comparative Educational Research, 5 credits
- 407509A Inclusive Education and Education for All, 3 credits
- 407510P Economics of Education, 5 credits
- 407511P Societies and Education in Transition, 5 credits
- 407518A Global Citizenship Education, 5 credits (optional)
- 408502S Development and Education, 4 credits (optional)

4. Optional Studies

All students must complete 10 credits of optional studies. Students can select their optional studies e.g. on the basis of their previous studies, thesis topic or personal interest.

EdGlo Course Descriptions

subject	Language, Communication and Orientation Studies
code	900017Y
name	Survival Finnish Course
extent	2 credits
timing	1st year, autumn semester
learning outcome	<p>After completion of the course, students are able to</p> <ul style="list-style-type: none"> • Use some very common everyday expressions and phrases • Locate informational content in simple texts and messages • Identify the basic characteristics of Finnish language and Finnish communication styles
content	<p>An introductory course which aims to help students to cope with the most common everyday situations in Finnish.</p> <ul style="list-style-type: none"> – Some useful everyday phrases, some general features of the vocabulary and grammar, and the main principles of pronunciation – General information about the Finnish language, some politeness phrases (how to greet people, thank and apologize), introducing oneself, giving and asking for basic personal information, numbers, some time expressions (how to tell and ask the time, days of the week, time of day), food, drink and asking about prices – Personal pronouns and their possessive forms, forming affirmative, negative and interrogative sentences, the conjugation of some verbs, the basics of the partitive singular and some local cases for answering the 'where'-question
working methods	24h seminars, 26h independent study
target group	1st year students on the Master's Degree Programme in Education and Globalisation (foreign students only)
prerequisites	---
study materials	Study material will be confirmed at the beginning of the module
assessment methods	Regular and active participation in the weekly lessons, homework assignments and written exam at the end of the course
grading	0-5
responsible person	Anne Koskela
other information	---
language of instruction	English

subject	Language, Communication and Orientation Studies
code	901002Y
name	Swedish language
extent	2 credits
timing	1st year
learning outcome	After completion of the course, students are able to <ul style="list-style-type: none"> • Communicate with the second official language in the field of education
content	– The course introduces the professional vocabulary and practicing situations where second official language is needed in the field of education.
working methods	Seminars and independent study
target group	1st year students on the Master's Degree Programme in Education and Globalisation (only those Finnish citizens who have not completed an equivalent course in Swedish as part of their Bachelor's degree)
prerequisites	Required prior knowledge in Swedish is defined by the Language Centre, please see: http://webcgi.oulu.fi/kielikeskus/o/ruotsiLahtotasokaavio.html
study materials	Study material will be confirmed at the beginning of the module
assessment methods	Please, see: http://webcgi.oulu.fi/kielikeskus/index.php?a=o&s=901002Y.html&v=ruotsi
grading	Please, see: http://webcgi.oulu.fi/kielikeskus/index.php?a=o&s=901002Y.html&v=ruotsi
responsible person	Birgit Åberg-Karvonen
other information	Please, see: http://webcgi.oulu.fi/kielikeskus/index.php?a=o&s=901002Y.html&v=ruotsi
language of instruction	Swedish

subject	Language, Communication and Orientation Studies
code	405512Y
name	Orientation to the Finnish Culture and Educational System
extent	3 credits
timing	1st year, autumn semester
learning outcome	<p>After completion of the course, students are able to</p> <ul style="list-style-type: none"> • Describe basic elements of Finnish culture and history • Analyse the Finnish educational system and interpret comparative analyses of educational systems in other countries • Discuss features of cultures and identify intercultural competences • Communicate effectively through different media and produce academic writing and academic presentations according to standards
content	<ul style="list-style-type: none"> – Introduction to Finnish culture and history – Finnish educational system: historical perspective, present structure, different educational institutions – Educational systems in students' home countries – Intercultural learning and communication – Academic communication and writing
working methods	40h seminars, 40h independent study
target group	1st year students on the Master's Degree Programme in Education and Globalisation
prerequisites	---
study materials	Study material will be confirmed at the beginning of the module
assessment methods	Active participation in seminars, weekly assignments, an essay on given subject area
grading	Pass/fail
responsible person	Gordon Roberts
other information	---
language of instruction	English

subject	Education (Advanced studies in Education)
code	408512S
name	Issues in Globalisation
extent	5 credits
timing	1st year, autumn semester and spring semester
learning outcome	<p>After completion of the course, students are able to</p> <ul style="list-style-type: none"> Analyse globalisation as a political, economic, social, cultural, ecological and technological phenomenon Compare and evaluate the different attitudes towards globalisation Contribute to the debate about its nature, the tensions and the conflicting values Identify the effects of globalisation on educational practices, policies and changes within countries and between countries Differentiate the positive and negative effects of globalisation Examine the directing of global change through global governance Investigate globalisation in the context of values Analyse and produce their own theories and constructs of globalisation Relate globalisation to education Make decisions and enhance their professional development using their knowledge on global issues
content	<ul style="list-style-type: none"> Globalisation as a political, economic, social, cultural, ecological and technological phenomenon Education as a commodity Knowledge production, equity, neo-colonialism Effects of globalisation on education and learning Globalisation and the Nation State Global governance Localisation and globalisation
working methods	50h lectures/seminars, 85 h independent study
target group	1st year students on the Master's Degree Programme in Education and Globalisation
prerequisites	---
study materials	<ul style="list-style-type: none"> Held, D. & McGrew, A. (Eds.) (2003) <i>The Global Transformations Reader: An Introduction to the Globalization Debate</i>. (2nd ed). Cambridge: Polity Press. Held, D., McGrew, A., Goldblatt, D. & Perraton, J. (Eds.) (2007) <i>Globalization Theory</i>. Cambridge: Polity Press. <p>Other study material will be confirmed at the beginning of the module.</p>
assessment methods	Active participation in lectures/seminars, weekly assignments for seminars, essay assignments
grading	0-5
responsible person	Gordon Roberts
other information	---
language of instruction	English

subject	Education (Advanced studies in Education)
code	408513S
name	Ethics and Education
extent	5 credits
timing	1st year, spring semester
learning outcome	<p>After completion of the course, students are able to</p> <ul style="list-style-type: none"> • Discuss the multi-dimensional relationships between education, ethics and internationalization • Analyse current challenges and future alternatives in relation to addressing the needs of marginalised communities in education and educational research • Synthesise debates related to global ethics and human rights addressing the issue of universalization of values • Map four different traditions of educational ethics with reference to North-South-East-West dialogue • Analyse educational policies, practices and changes from ethical perspectives
content	<ul style="list-style-type: none"> – North-South-East-West dialogue: four traditions of ethics – Education as an ethical and value-laden activity – Professional ethics in education – Human rights, global ethics and education – WSF and new social movements – Contradictory trends in European and global educational transformations – Key debates in equality, justice, interdependence and sustainability – Development discourses (including the right to development) – Global and development education
working methods	30h lectures, 10h seminars, 95h independent study
target group	1st year students on the Master's Degree Programme in Education and Globalisation
prerequisites	---
study materials	<ul style="list-style-type: none"> – Freire, P. (1998). <i>Pedagogy of Freedom: Ethics, Democracy, and Civic Courage</i>. Oxford: Rowman & Littlefield Publishers. – Todd, S. (2009). <i>Toward an Imperfect Education: Facing Humanity, Rethinking Cosmopolitanism</i>. Sense Publishers. Boulder: Paradigm Publishers. <p>Other study material will be confirmed at the beginning of the module.</p>
assessment methods	4 learning tasks and an open book exam
grading	0-5
responsible person	Vanessa Andreotti
other information	---
language of instruction	English

subject	Education (Advanced studies in Education)
code	408514S
name	Nordic Education in the European and Global Context
extent	5 credits
timing	1st year, autumn semester and spring semester
learning outcome	<p>After completion of the course, students are able to</p> <ul style="list-style-type: none"> • Assess education in the Nordic countries • Identify geographical and demographic circumstances in the circumpolar areas • Analyse and compare education in different settings • Identify trends in Nordic societies affecting education in the European and global context • Provide models of educational structures based on best practices and lessons learnt
content	<ul style="list-style-type: none"> – Educational systems in the Nordic countries – Current educational issues in relation to Europe and the global context – Challenges to education (historical, geographical, globalisation) – Visits to educational institutions
working methods	30h lectures, 20h seminars and visits, 85h independent study
target group	1st year students on the Master's Degree Programme in Education and Globalisation
prerequisites	---
study materials	<p>Choice of books:</p> <ul style="list-style-type: none"> – Darnell, F. & Höem, A. (1996) Taken to Extremes: Education in the Far North. Oslo: Scandinavia University Press. – Ahonen, S. & Rantala, J. (eds.) (2001) Nordic Lights: Education for Nation and Civic Society in the Nordic Countries 1850-2000. Helsinki: SKS/FLS. – Arter, David (2008) Scandinavian Politics Today. Second edition. <p>Other study material will be confirmed at the beginning of the module.</p>
assessment methods	Active participation in lectures/seminars, weekly assignments for seminars, a study journal produced according to given guidelines, an exam
grading	0-5
responsible person	Maria Järvelä
other information	---
language of instruction	English

subject	Education (Advanced studies in Education)
code	408515S
name	New Learning Environments and Technology
extent	5 credits
timing	1st year, spring semester
learning outcome	<p>After completion of the course, students are able to</p> <ul style="list-style-type: none"> • Utilise a socio-historical perspective of digital literacies in relation to globalisation • Define how and why individual and collaborative learning and working can be supported with information and communication technology (ICT) such as virtual learning platforms and World Wide Web -technologies • Identify learning theories based on ideas and models for using ICT for supporting collaborative learning and building virtual distributed communities • Assess and construct technology-enhanced learning and working solutions and evaluate the meaning and possibilities of computer-supported collaborative learning (CSCL) and computer-supported collaborative work (CSCW) from the global point of view
content	<ul style="list-style-type: none"> – Digital literacies – Learning theories and pedagogical models in ICT-based learning environments – Social and collaborative processes in ICT-based learning and working (i.e. distributed work) – ICT and globalisation
working methods	20h lectures/seminars, 120h web-based and independent study
target group	1st year students on the Master's Degree Programme in Education and Globalisation
prerequisites	---
study materials	<ul style="list-style-type: none"> – Barab, S. A., Kling, R., & Gray, J. (Eds.) (2004) Designing for Virtual Communities in the Service of Learning. Cambridge, MA: Cambridge University Press. – Gee, James Paul. What Video Games Have to Teach Us about Learning and Literacy. New York: Palgrave Macmillan. – Strijbos, J-W., Kirchner, P.A. & Martens R.L. (Eds.) (2004) What We Know about CSCL and implementing it in Higher Education. Kluwer Academic Publishers. <p>Other study material will be confirmed at the beginning of the module.</p>
assessment methods	Active participation in lectures/seminars/web-based collaborative learning, an exam
grading	Pass/fail
responsible person	Tiina Hämäläinen
other information	---
language of instruction	English

subject	Education (Advanced studies in Education)
code	408516S
name	Educational Policy, Planning and Leadership
extent	5 credits
timing	2nd year, autumn semester
learning outcome	<p>After completion of the course, students are able to</p> <ul style="list-style-type: none"> • Define the functions of educational policy and the tensions between policy making and implementation • Analyse national and international policies and discuss the processes of decision making, planning and implementation at national and international levels • Apply key concepts in informed decision making in relation to problem-solving tasks in educational policy, planning and leadership • Distinguish the principles of socially responsible educational leadership
content	<ul style="list-style-type: none"> – Current issues in educational politics – Educational policy and planning in different contexts – Strategic management, implementation and leadership
working methods	20h lectures, 20h seminars, 95h independent study
target group	2nd year students on the Master's Degree Programme in Education and Globalisation
prerequisites	1st year EdGlo courses: 408512S, 408513S, 408514S
study materials	<p>Choice of books:</p> <ul style="list-style-type: none"> – Rizvi, F. and Lingard, B. (2009) Globalizing Education Policy. New York: Routledge. – Ball, S., Goodson, I and Maguire, M. (Eds.)(2007) Education, Globalization and New Times, New York: Routledge. – Altbach, P. (2010). Leadership for World-Class Universities: Challenges for Developing Countries. New York: Routledge. <p>Other study material will be confirmed at the beginning of the module.</p>
assessment methods	Study journal on lectures, exam based on choice of literature
grading	0-5
responsible person	Vanessa Andreotti
other information	---
language of instruction	English

subject	Education (Advanced studies in Education)
code	408518S
name	Internship
extent	5 credits
timing	During summer or during the 2nd year
learning outcome	<p>After completion of the course, students are able to</p> <ul style="list-style-type: none"> • Combine theory and practice in a working environment and concentrate on professional development and competencies, and issues of lifelong and lifewide learning • Apply job seeking skills in a new environment by searching for internship placements and by communicating directly with employers and organisations • Determine key areas of professional development, clarify career alternatives and plan further professional and personal development
Content	<p>The internship period can be carried out in a variety of different settings such as intergovernmental agencies, non-governmental organisations and/or educational institutions.</p> <ul style="list-style-type: none"> – Professional development – Lifelong and lifewide learning
working methods	10h seminars/tutoring, min. 125h independent study (internship or project work)
target group	1st - 2nd year students on the Master's Degree Programme in Education and Globalisation
prerequisites	---
study materials	Study material will be confirmed at the beginning of the module.
assessment methods	An internship plan, an internship period min. 1 ½ months, a report/learning diary or a project proposal, min. 80 h project work, an evaluation report
grading	Pass/fail
responsible person	Tuula Karhu
other information	---
language of instruction	English

subject	Education (Advanced studies in Education)
code	408517S
name	Research Methodology
extent	10 credits
timing	1st year, autumn semester and spring semester
learning outcome	<p>After completion of the course, students are able to</p> <ul style="list-style-type: none"> • Identify the characteristics and main traditions of both qualitative, quantitative and mixed methods research, particularly in the humanities and social sciences • Analyse the main approaches and research methods from the perspective of various traditions • Produce a research plan and a coherent, logical and justified research report • Collect data and apply various methods of analysis and interpretation • Determine the credibility and ethics of research projects
content	<ul style="list-style-type: none"> – Research methodologies – Construction of a methodological framework in research – Data collection – Analysis of data and its interpretation – Validity and reliability in research – Reporting research – Ethical questions in research
working methods	80h lectures/seminars, 190h independent study
target group	1st year students on the Master's Degree Programme in Education and Globalisation
prerequisites	---
study materials	<ul style="list-style-type: none"> – Creswell, J. W. (1998) <i>Qualitative Inquiry and Research Design</i>. London: Sage. – Kerlinger, F. (2000) <i>Foundations of Behavioural Research</i>. Fort Worth: Harcourt College Publishers. – Silverman, D. (2000) <i>Doing Qualitative Research. A Practical Handbook</i>. London: Sage. <p>Other study material will be confirmed at the beginning of the module.</p>
assessment methods	Active participation in lectures/seminars, an essay, an exam
grading	0-5
responsible person	Jouni Peltonen, Pauliina Rautio
other information	---
language of instruction	English

subject	Education (Advanced studies in Education)
code	408510S
name	Master's Thesis
extent	40 credits
timing	1st year, spring semester & 2nd year, autumn semester and spring semester
learning outcome	<p>After completion of the course, students are able to</p> <ul style="list-style-type: none"> • Identify high quality standards in published research and academic writing • Map a field of study to identify gaps as opportunities for further research • Produce a high quality research plan and oral presentation • Provide informed feedback on a research plan • Demonstrate a level of proficiency in English for Academic purposes appropriate for the level of studies
content	<ul style="list-style-type: none"> – The research process – Research design and theoretical background – Literature review and methodology – Research group collaboration – Familiarity with (different) fields – Current research in the department and unit
working methods	60-80h seminars. The weekly Master's thesis seminars begin during the spring term of the first year and continue throughout the second year
target group	1st - 2nd year students on the Master's Degree Programme in Education and Globalisation
prerequisites	---
study materials	<ul style="list-style-type: none"> – Graff, G. (2010). They say/I say: the moves that matter in academic writing. New York: Norton. <p>Other study material depends on student's thesis topic.</p>
assessment methods	Master's thesis
grading	0-5
responsible person	Vanessa Andreotti, Katri Jokikokko
other information	---
language of instruction	English

subject	Minor subject: Education in Transition
code	407509P
name	Defining Education, Educational Sciences and their Tasks
extent	7 credits
timing	1st year, autumn semester
learning outcome	<p>After completion of the course, students are able to</p> <ul style="list-style-type: none"> • Discuss the focuses, the role and the tasks of educational sciences in the globalised world • Explain the main concepts and focuses of education and educational sciences • Identify the main issues and sub-areas of educational sciences • Examine the relation between the development of educational sciences, critical changes and educational contexts
content	<ul style="list-style-type: none"> – The main concepts and phenomena of education – The sub-disciplines of educational sciences: psychology of education, philosophy of education, didactics, sociology of education, special education and comparative education
working methods	30h lectures/seminars, 155h independent study
target group	1st year students on the Master's Degree Programme in Education and Globalisation
prerequisites	---
study materials	<ul style="list-style-type: none"> – Egan, Kieran (2008) <i>The Future of Education: Reimagining Our Schools from the Ground Up</i>. (Oulu University e-library) – Osler, Audrey & Starkey, Hugh (2005) <i>Changing Citizenship: Democracy and Inclusion in Education</i>. (Oulu University e-library) <p>Other study material will be confirmed at the beginning of the module.</p>
assessment methods	Active participation in lectures/seminars, an exam
grading	Pass/fail
responsible person	Maria Järvelä
other information	---
language of instruction	English

subject	Minor subject: Education in Transition
code	407512P
name	Comparative Educational Research
extent	5 credits
timing	1st year, autumn semester
learning outcome	<p>After completion of the course, students are able to</p> <ul style="list-style-type: none"> • Define the field of comparative educational research with reference to central characteristics and approaches • Map different theoretical frameworks in the field and identify implications in knowledge/power production related to North-South relations • Discuss current themes in debates about comparative education and illustrate exemplary research in the field • Critically analyse the connections between the production of knowledge and power
content	<ul style="list-style-type: none"> – Comparative Education Research – Theoretical cartographies – Exemplary research – Political economy of knowledge production
working methods	30h lectures, 10h seminars, 95h independent study
target group	1st year students on the Master's Degree Programme in Education and Globalisation
prerequisites	---
study materials	<ul style="list-style-type: none"> – Bray, M., Adamson, B., & Mason, M. (Eds.) (2007). <i>Comparative Education Research Approaches and Methods</i>. Hong Kong: Springer <p>Other study material will be confirmed at the beginning of the module.</p>
assessment methods	Active participation in lectures, discussion summaries, essay or prezi
grading	0-5
responsible person	Vanessa Andreotti
other information	---
language of instruction	English

subject	Minor subject: Education in Transition
code	407509A
name	Inclusive Education and Education for All [former: Education for All - Inclusion in Education]
extent	3 credits
timing	1st year, spring semester
learning outcome	After completion of the course, students are able to <ul style="list-style-type: none"> • Analyse the current state and challenges of special education and inclusion • Compare local and global approaches to special education, and evaluate the implemented policies and practices that are meant to provide equal possibilities for all people • Identify the current trends of the UNESCO Education for All (EFA) initiative • Discuss the challenges of implementation of EFA, and the Millennium Development Goals (MDGs)
content	<ul style="list-style-type: none"> – Special educational needs – Inclusion as a policy and practice – The United Nations Millennium Development Goals – UNESCO Education for All initiative
working methods	24h lectures/seminars, 56h independent study
target group	1st year students on the Master's Degree Programme in Education and Globalisation
prerequisites	---
study materials	<ul style="list-style-type: none"> – Peterson, M. & Hittie, M. (2003) Inclusive teaching. Creating effective schools for all learners. Boston: Allyn & Bacon <p>Other study material will be confirmed at the beginning of the module.</p>
assessment methods	Active participation in lectures/seminars, an exam
grading	Pass/fail
responsible person	Marko Kielinen
other information	---
language of instruction	English

subject	Minor subject: Education in Transition
code	407510P
name	Economics of Education
extent	5 credits
timing	2nd year, autumn semester
learning outcome	<p>After completion of the course, students are able to</p> <ul style="list-style-type: none"> • Identify and discuss the relationship between education and economics • Distinguish different theoretical starting points and analyse practical examples • Describe political, societal and economic conditions of educational planning • Evaluate the productivity and effectiveness of education on the basis of different models and starting points • Assess arguments for economic efficiency as a quality factor
content	<ul style="list-style-type: none"> – Different ways to evaluate the productivity and effectiveness of education – Economic efficiency as a quality factor in education – Budgeting and sources of financing in education – Relationship between educational policy and economics – Relationship between educational planning and economics – Educational planning and human capital – Educational planning and social capital – Budgeting and educational planning
working methods	30h lectures/seminars, 105h independent study
target group	2nd year students on the Master's Degree Programme in Education and Globalisation
prerequisites	---
study materials	<ul style="list-style-type: none"> – Exam book: Belfield, C. (2000) Economic Principles for Education, Theory and Evidence. Cheltenham: Edward Elgar. <p>Other study material will be confirmed at the beginning of the module.</p>
assessment methods	Active participation in lectures/seminars, assignments for seminars, a book exam
grading	0-5
responsible person	Gordon Roberts
other information	---
language of instruction	English

subject	Minor subject: Education in Transition
code	407511P
name	Societies and Education in Transition [Former: Seminar in Education in Transition]
extent	5 credits
timing	2nd year, autumn semester
learning outcome	After completion of the course, students are able to <ul style="list-style-type: none"> • Summarize current debates related to education in the 21st century and global competencies and critically analyse their implications • Compare three social-cultural approaches in education and their implications in terms of curriculum design and social relations • Map differences and convergences of approaches to education in relation to North-South-East-West dialogue
content	This is an 8-week online course that offers an introduction to contemporary educational literature related to education in the 21 st century, knowledge societies and postmodernity. Students engage with the ideas of key theorists promoting educational reforms based on changing profiles of learners, economies and societies (e.g. Gee, Hargreaves, Biesta, Peters, Gilbert, Claxton, Rizvi) and their implications for curriculum design and educational practices. <ul style="list-style-type: none"> – Education in the 21st century, knowledge societies and postmodernity – Global competencies in knowledge societies – Socio-cultural approaches to education and society – North-South-East-West educational dialogue: what is education for?
working methods	10h lectures, 16h seminars, 110h independent study (8h online activities, 74h reading, 14h journal writing, 14h academic essay preparation (1500 words))
target group	2nd year students on the Master's Degree Programme in Education and Globalisation
prerequisites	---
study materials	Study material will be available online.
assessment methods	Online tasks (4 journal entries + academic essay)
grading	0-5
responsible person	Vanessa Andreotti
other information	---
language of instruction	English

subject	Minor subject: Education in Transition
code	407518A
name	Global Citizenship Education
extent	5 credits
timing	Summer
learning outcome	<p>After completion of the course, students are able to</p> <ul style="list-style-type: none"> • Identify the ideological nature of different definitions of global citizenship education • Summarize conceptual debates in two selected sub-areas of global citizenship education • Distinguish between global citizenship education approaches that address colonial legacies and unequal relations of power and those that do not
content	<p>This is an 8-week online course designed as an entry point into contemporary conceptual debates and critical approaches related to global citizenship education. This course engages learners in a critical examination of case studies of educational practices and conceptual debates related to notions of knowledge and identity construction, globalisation, culture, indigeneity, nationalism, cosmopolitanism, cross-cultural dialogue, social action, and the roles of education in contemporary societies.</p> <ul style="list-style-type: none"> – Different approaches to global citizenship education – North-South-East-West: unequal relations of power – The political economy of knowledge production – Optional themes: notions of cosmopolitanism, notions of multiculturalism, study and volunteer abroad schemes, majority world perspectives, teacher education for social justice, localisation vs globalisation, indigenous education
working methods	12h online lectures, 10h online activities, 85h reading, 14h journal writing, 14h academic essay preparation (1500 words)
target group	2nd year students on the Master's Degree Programme in Education and Globalisation
prerequisites	---
study materials	Study material will be available online.
assessment methods	Online tasks (4 journal entries + academic essay)
grading	0-5
responsible person	Vanessa Andreotti
other information	This is an optional course in the minor subject 'Education in Transition'
language of instruction	English

subject	Minor subject: Education in Transition
code	408502S
name	Development and Education
extent	4 credits
timing	1st year, spring semester
learning outcome	<p>After completion of the course, students are able to</p> <ul style="list-style-type: none"> • Distinguish between different ideological frameworks for development education, development and education and discuss Finnish and international policies and debates in the field of development and education • Critically examine approaches to partnerships and education that promote problematic ethnocentric, depoliticised, ahistorical and paternalistic patterns • Summarize emerging educational theories that promote an ethical relationship to individuals and communities who have historically been marginalised and use educational theory to create informed pedagogical practices • Identify challenges and opportunities for partnerships in working in countries labelled 'less economically developed'
content	<ul style="list-style-type: none"> – Development approaches and education – Ethnocentrism, depoliticisation, ahistoricism and paternalism in development approaches and education – Current debates and new approaches in 'development education' – Practicing development education – Finnish and International policies of development and development education – Working in countries labelled 'less economically developed'
working methods	20h lectures/seminars, 28h online tasks, 60h reading and assignment preparation
target group	1st year students on the Master's Degree Programme in Education and Globalisation
prerequisites	---
study materials	<ul style="list-style-type: none"> – Novel: Kingsolver, B. (1999). The Poisonwood Bible. London: Faber and Faber. – McEwan, C. (2009). Postcolonialism and Development. London: Routledge. – Heron, B. (2007). Desire for Development: Whiteness, Gender, and the Helping Imperative. Waterloo: Wilfrid Laurier University Press. <p>Other study material will be confirmed at the beginning of the module.</p>
assessment methods	Online tasks (3 reflection journals, 1 presentation)
grading	0-5
responsible person	Vanessa Andreotti
other information	This is an optional course in the minor subject 'Education in Transition'
language of instruction	English

