

# Opasraportti

## KTK - Master's Degree Programme in Education and Globalisation 2008-2011 (2008 - 2011)

### Master's Degree Programme in Education and Globalisation

The Faculty of Education organizes a full-time two-year Master's Degree Programme in Education and Globalisation which provides special qualifications for developing educational systems and the quality of education, and for leading educational and social change in the globalised world. The aim is to develop the appropriate competencies and knowledge needed in planning, evaluation, research and development tasks in education and related fields in the middle of societal changes, both in local and global levels.

Internationalisation has brought about many new challenges for the planning, evaluation and development tasks in the field of educational policies and practise in an international information society. The programme provides students with an understanding of the social transformations and the phenomena of globalisation, and a knowledge of educational technology and its impact on learning environments. When analysing social and educational transformations, special attention is drawn to ethical issues and visions of sustainable development.

The extent of the degree is 120 credits. Students will be awarded MA (Education) degree with the possibility to continue for doctoral studies.

Programme outline and preliminary schedule of studies:

#### Fall 1st year

- Language, Communication and Orientation Studies
- Issues in Globalisation
- Ethics and Education
- Nordic Education in the European and Global Context

#### Spring 1st year

- New Learning Environments and Technology
- Educational Policy, Planning and Leadership
- Research Methodology
- Internship Seminar

#### Fall 2nd year

- Minor Studies
- Master's Thesis Seminar
- Master's Thesis
- Internship

#### Spring 2nd year

- Minor Studies
- Master's Thesis Seminar

- Master's Thesis

**Academic director:** Rauni Räsänen

### **Language, communication and orientation studies**

**ECTS:** 5.0 credits.

Objective: The module forms an orientation to university studies in Finland and offers insights into Finnish history, language, culture and society. It aims to help students understand the study environment in which they will be working, and introduces them to the societal structures, nature and forms of culture in Finland. It focuses particularly on the academic culture and traditions, scientific knowledge construction, and various forms of academic communication, particularly academic writing.

Contents: The module is divided to language studies (2 credits) and communication and orientation studies (3 credits). See below.

#### **Language Studies**

Students complete 2 credits of language studies as follows:

Foreign students complete the Survival Finnish Course (900017Y).

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 2 credits of language studies from the courses offered by the Language Centre at the university.

The dean of the faculty makes a decision about the language studies required from those whose school education has not included studies in Finnish or Swedish or who have completed their basic education in some other country than Finland. The decision is made according to the national and university statutes about university degrees and teaching at the university. If the students' previous 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. To compensate the Swedish studies, the student must take the same amount of some other language and communication studies offered by the university.

## **Tutkintorakenteisiin kuulumattomat opintokokonaisuudet ja -jaksot**

408516S: Educational policy, planning and leadership, 5 op  
 408513S: Ethics and education, 5 op  
 408518S: Internship, 5 op  
 408512S: Issues in globalisation, 5 op  
 408510S: Master's Thesis, 40 op  
 408515S: New learning environments and technology, 5 op  
 408514S: Nordic education in the European and global context, 5 op  
 405512Y: Orientation to the Finnish culture and educational systems, 3 op  
 408517S: Research methodology, 10 op  
 900017Y: Suomen kielen johdantokurssi, 2 op

## **Opintojaksojen kuvaukset**

### **Tutkintorakenteisiin kuulumattomien opintokokonaisuuksien ja -jaksojen kuvaukset**

## 408516S: Educational policy, planning and leadership, 5 op

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Syventävät opinnot

**Laji:** Opintojakso

**Vastuuyksikkö:** Kasvatustieteiden tiedekunta

**Arvostelu:** 1 - 5, hyv, hyl

**Opintokohteen kielet:** englanti

**Laajuus:**

5 op

**Opetuskieli:**

English

**Ajoitus:**

2nd year, autumn

DD: 2nd year, autumn (in Oulu)

**Osaamistavoitteet:**

During this module students become familiar with with educational decision making, planning and implementation, and the role of leadership in the process. After the module students are able to separate the functions of educational policy and the tensions between politics and educational policy. Students can analyse both national and international policies and discuss the processes of decision making, planning and implementation on national and institutional levels. Students pay special attention to the nature of leadership in these processes and to what it means to lead change. After completing the module students can demonstrate skills in decision making related to educational policy, planning and leadership on the local, national and international level. They can contribute to the political processes of educational planning and apply leadership to the processes of educational policy and planning in changing contexts.

**Sisältö:**

Contents:

- current issues in educational politics
- educational policy and planning in different contexts
- strategic management, implementation and leadership
- evaluation in education
- pedagogical economics of education

**Toteutustavat:**

30 h lectures, 20 h seminars, 85 h independent study

**Oppimateriaali:**

Study material will be confirmed at the beginning of the module.

Carnoy, E. (Ed.) (1995) International Encyclopedia of Economics of Education. (2nd ed.).

Chemlinsky, E. (1997) What have we learned about the politics of program evaluation? Educational Evaluation and Policy Analysis 9 (3), 199 – 213.

Hargreaves, A. & Shirley, D. The Fourth Way: The Inspiring Future for Educational Change.

Weiss, C. H. (1995) The four I's of school reform. Harvard Educational Review 65 (4), 571 – 592.

The availability of the literature can be checked from [this link](#).

**Suoritustavat ja arviointikriteerit:**

Active participation in lectures/seminars, a study journal on lectures, an exam based on literature.

**Arviointiasteikko:**

0 - 5

**Vastuuhenkilö:**

Maria Järvelä

## 408513S: Ethics and education, 5 op

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Syventävät opinnot

**Laji:** Opintojakso

**Vastuuyksikkö:** Kasvatustieteiden tiedekunta

**Arvostelu:** 1 - 5, hyv, hyl

**Opintokohteen kielet:** englanti

**Laajuus:**

5 op

**Opetuskieli:**

English

**Ajoitus:**

1st year, autumn

DD: 2nd year, autumn (in Oulu)

**Osaamistavoitteet:**

During this module students discuss the relationship between ethics and education, education as a value-laden activity and professional ethics in the field of education. Students analyse current challenges and future alternatives in education by using the studied concepts and theories of education. Students interpret the historical perspective and contribute to the discussion about global ethics. Students can describe the process of human rights, and explore the possibility of addressing both specific cultural values and universal (or agreed common) ethical principles. Students can separate individual requisites and societal conditions (and hindrances) for ethical sensitivity, development and action. After completing the module students can apply concepts and different traditions of educational ethics. They are able to analyse educational policies, practices and changes from an ethical perspective and evaluate educational change in relation to connected values and ethical principles. They are also able to practice innovative and responsible decision making skills.

**Sisältö:**

Contents:

- main concepts of ethics
- education as an ethical and value-laden activity
- professional ethics in education
- global ethics and education
- value leadership
- values and present educational transformations
- contradictory trends in European and global educational transformations
- current ethical challenges for education in the globalised world:
- human rights
- non-violence
- equality and justice
- intercultural understanding
- right to development

**Toteutustavat:**

30 h lectures, 20 h seminar work, 85 h independent study.

**Oppimateriaali:**

Study material will be confirmed at the beginning of the module.

Purpel, D. & McLaurin, W. M. (2004) Reflections on the Moral and Spiritual Crisis in Education.

Räsänen, R. & San, J. (2005) Conditions for Intercultural Learning and Co-operation.

Noddings, N. (2006) Critical lessons: what our schools should teach.

Kaivola, T. & Melén-Paaso, M. (2007) Education for Global Responsibility.

The availability of the literature can be checked from [this link](#).

**Suoritustavat ja arviointikriteerit:**

Active participation in lectures/seminars, weekly assignments for seminars and an exam.

**Arviointiasteikko:**

0 - 5

**Vastuuhenkilö:**

Rauni Räsänen

## 408518S: Internship, 5 op

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Syventävät opinnot

**Laji:** Työharjoittelu

**Vastuuyksikkö:** Kasvatustieteiden tiedekunta

**Arvostelu:** 1 - 5, hyv, hyl

**Opettajat:** Magda Karjalainen

**Opintokohteen kielet:** englanti

**Laajuus:**

5 op

**Opetuskieli:**

English

**Ajoitus:**

1st year spring or 2nd year autumn/spring

**Osaamistavoitteet:**

During the internship students combine both theory and practice in a working environment and concentrate on professional development and issues of lifelong and lifewide learning. Students can develop their professional competencies in a variety of different settings such as intergovernmental agencies, non-governmental organisations and/or educational institutions. Students apply their job seeking skills in a new environment by searching for their internship placements themselves and by communicating directly with employers and organisations. Students take part in seminars and tutoring which are organised in order to support the internship. After completing the internship students can determine key areas of their professional development, clarify their career alternatives and further plan their professional and personal development.

**Sisältö:**

Contents:

- professional development
- lifelong and lifewide learning

**Toteutustavat:**

10 h seminars and tutoring, min. 125 h independent study (internship or project work).

**Oppimateriaali:**

Study material will be confirmed at the beginning of the module.

Bentley, T. (1998) Learning beyond the classroom. Electronic book available through the Ebrary service at Oulu University.

Boddy, D. (2001) Managing Projects. Building and Leading the Team.

Schön, D. A. (1987) Educating the Reflective Practitioner.

The availability of the literature can be checked from [this link](#).

**Suoritustavat ja arviointikriteerit:**

- 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

**Arviointiasteikko:**

pass/fail

**Vastuuhenkilö:**

Tuula Karhu

## 408512S: Issues in globalisation, 5 op

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Syventävät opinnot

**Laji:** Opintojakso

**Vastuuyksikkö:** Kasvatustieteiden tiedekunta

**Arvostelu:** 1 - 5, hyv, hyl

**Opintokohteen kielet:** englanti

**Laajuus:**

5 op

**Opetuskieli:**

English

**Ajoitus:**

1st year, autumn and spring

DD: 2nd year, autumn and spring (in Oulu)

**Osaamistavoitteet:**

During this module students learn to analyse globalisation as a political, economic, social, cultural, ecological and technological phenomenon. They are able to contribute to the debate about its nature, tensions and the conflicting values. Students can identify the effects of globalisation on educational practices, policies and changes within countries and between countries (e.g. consumerism, education as a commodity, knowledge production, increase in inequity, neo-colonialism, test industry). They are able to separate the positive effects of globalisation (such as increased sensitivity about human rights, international communication and global awareness) and possibilities of directing global change through global governance. Students are able to investigate globalisation in the context of the values and main ideas of international/global education, e.g. human rights, peace and conflict research, culture education, media education, development studies and sustainable development. After completing the module students can analyse and produce their own theories and constructs of globalisation. They are able to relate globalisation to education and apply their understanding of globalisation in decision making processes and other areas of professional development. They are also able to assess the phenomenon of globalisation, and compare and evaluate the different attitudes towards globalisation.

**Sisältö:**

Contents:

- globalisation as a political, economic, social, cultural, ecological and technological phenomenon
- effects of globalisation on education and learning
- globalisation and the Nation State
- global governance
- localisation and globalisation

**Toteutustavat:**

20 h lectures, 40 h seminars, 74 h independent study.

**Oppimateriaali:**

Study material will be confirmed at the beginning of the module.

Held, D. & McGrew, A. (Eds.) (2003) The Global Transformations Reader: An Introduction to the Globalization Debate. (2nd ed).

Held, D., McGrew, A., Goldblatt, D. & Perraton, J. (Eds.) (2007) Globalization Theory.

The availability of the literature can be checked from [this link](#).

**Suoritustavat ja arviointikriteerit:**

active participation in lectures/seminars, weekly assignments for seminars and two 2000-word assignments

**Arviointiasteikko:**

0 - 5

**Vastuuhenkilö:**

Gordon Roberts

## 408510S: Master's Thesis, 40 op

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Syventävät opinnot

**Laji:** Opintojakso

**Vastuuyksikkö:** Kasvatustieteiden tiedekunta

**Arvostelu:** Loppu työ

**Opintokohteen kielet:** suomi

**Laajuus:**

40 op

**Opetuskieli:**

English

**Ajoitus:**

4th, 5th and 6th year

EDGLO: 1st year spring & 2nd year autumn and spring

DD: 2nd year autumn and spring

**Osaamistavoitteet:**

During the Master's thesis process students collaborate in a research group and produce high quality research based on academic standards. An essential part of the process is participation in the Master's thesis seminars during which students choose research focus, relevant theoretical background and research methods for their research. After completing the thesis seminars students are able to build up their argumentation, compose a research report, defend their thesis, discuss various approaches to research, and evaluate theses.

**Sisältö:**

Contents:

- literature on the research areas
- new research in the research area
- research methods
- research ethics
- evaluating research plans and Master's thesis drafts

EDGLO & DD:

- the research process
- research design and theoretical background
- methodology
- research group collaboration
- current research in the department and unit

**Toteutustavat:**

60 - 80 h seminars. The weekly Master's thesis seminars begin during the spring term of the first year and continue throughout the second year.

**Oppimateriaali:**

Study material depends on student's thesis topic.

**Suoritustavat ja arviointikriteerit:**

Active participation in the seminars, presenting one's thesis at least twice, working as an opponent at least once, Master's thesis, maturity test.

**Arviointiasteikko:**

approbatur - laudatur

**Vastuuhenkilö:**

Maria Järvelä and Tekeste Negash

## 408515S: New learning environments and technology, 5 op

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Syventävät opinnot

**Laji:** Opintojakso

**Vastuuyksikkö:** Kasvatustieteiden tiedekunta

**Arvostelu:** 1 - 5, hyv, hyl

**Opintokohteen kielet:** englanti

**Laajuus:**

5 op

**Opetuskieli:**

English

**Ajoitus:**

1st year, spring

DD: 2nd year, spring (in Oulu)

**Osaamistavoitteet:**

After completing this module students are able to 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. Students are able to identify learning theory based ideas and models for using ICT for supporting collaborative learning and building virtual distributed communities. Also, students can discuss perspectives on how preceding themes can pertain to globalisation. After completing the module students are able to assess and construct technology-enhanced learning and working solutions and to evaluate the meaning and possibilities of computer-supported collaborative learning (CSCL) and computer-supported collaborative work (CSCW) from a global point of view.

**Sisältö:**

Contents:

- 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

**Toteutustavat:**

20 h lectures/seminars, 120 h web-based studying and independent studying.

**Oppimateriaali:**

Study material will be confirmed at the beginning of the module.

Barab, S. A., Kling, R., & Gray, J. (Eds.) (2004) Designing for Virtual Communities in the Service of Learning.

Roschelle, J. & Pea, R. (1999) Trajectories from today's WWW to a powerful educational infrastructure. Educational Researcher, 8, (5) 22 – 25.

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.

The availability of the literature can be checked from [this link](#).

**Suoritustavat ja arviointikriteerit:**

active participation in lectures/seminars/web-based collaborative learning, an exam

**Arviointiasteikko:**

0 - 5

**Vastuuhenkilö:**

Tiina Hämäläinen

## 408514S: Nordic education in the European and global context, 5 op

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Syventävät opinnot

**Laji:** Opintojakso

**Vastuuyksikkö:** Kasvatustieteiden tiedekunta

**Arvostelu:** 1 - 5, hyv, hyl

**Opintokohteen kielet:** englanti

**Laajuus:**

5 op

**Opetuskieli:**

English

**Ajoitus:**

1st year, autumn and spring

DD: 2nd year, autumn and spring (in Oulu)

**Osaamistavoitteet:**

After completing this module students have an overview of education in the Nordic countries. Students examine more closely the circumpolar areas which are in many ways special due to geographical and demographic circumstances. Students can analyse and compare education in different settings and identify factors affecting education in European and global context. They are also able to develop educational structures based on best practices and lessons learnt. During this module students make visits to different educational institutions in order to observe examples of good practice and to combine theory and practice.

**Sisältö:**

Contents:

- 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

**Toteutustavat:**

30 h lectures, 30 h seminars and visits, 75 h independent study

**Oppimateriaali:**

Study material will be confirmed at the beginning of the module.

Chan, L. K. S. & Mellor, E. J. (eds.). (2002) International Developments in Early Childhood Services.

Darnell, F. & Höem, A. (1996) Taken to Extremes: Education in the Far North.

Madsen, B. (2003) The Vision of Social Inclusion – A Risky Process for the Professionals and the Excluded. Concluding lecture at the European Seminar. Copenhagen, Denmark. 29.5.2003.

National Core Curriculum for Basic Education 2004. National Core Curriculum for Basic Education Intended for Pupils in Compulsory Education. (2004). Helsinki: National Board of Education.

Ahonen, S. & Rantala, J. (eds.) (2001) Nordic Lights: Education for Nation and Civic Society in the Nordic Countries 1850-2000.

The availability of the literature can be checked from [this link](#).

**Suoritustavat ja arviointikriteerit:**

active participation in lectures/seminars, weekly assignments for seminars, a study journal produced according to given guidelines, an exam

**Arviointiasteikko:**

0 - 5

**Vastuuhenkilö:**

Maria-Liisa Järvelä

**405512Y: Orientation to the Finnish culture and educational systems, 3 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Yleisopinnot

**Laji:** Opintojakso

**Vastuuyksikkö:** Kasvatustieteiden tiedekunta

**Arvostelu:** 1 - 5, hyv, hyl

**Opintokohteen kielet:** englanti

**Laajuus:**

3 op

**Opetuskieli:**

English

**Ajoitus:**

1st year, autumn

**Osaamistavoitteet:**

This course serves as the basis for other studies within the programme. After completing the course students are able to describe basic elements of Finnish culture and history. They can describe the Finnish educational system and make comparative analyses to educational systems in other countries. Students are able to discuss features of cultures and identify intercultural competences. Students can communicate effectively through different mediums and produce academic writing and academic presentations according to standards.

**Sisältö:**

- introduction to Finnish culture, history and nature
- Finnish educational system: historical perspective, present structure, different educational institutions
- educational systems in students' home countries intercultural learning and communication
- academic communication and writing

**Toteutustavat:**

40 h seminars, 40 h independent study

**Oppimateriaali:**

Study material will be confirmed at the beginning of the module.

- Facts about Finland. (2002) Helsinki: Otava.
- Friedman, T. L. (2000) The Lexus and the Olive Tree. New York: Anchor Books.
- Schatz, R. (2005) From Finland with Love. Juva: Johnny Kniga.
- Turley, R. M. (2000) Writing Essays: a Guide for Students in English and the Humanities. London: Routledge /Falmer. Electronic book available through the Ebrary service at Oulu University.

**Suoritustavat ja arviointikriteerit:**

active participation in seminars, weekly assignments, an essay on given subject area

**Arviointiasteikko:**

pass/fail

**Vastuuhenkilö:**

Gordon Roberts

## 408517S: Research methodology, 10 op

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Syventävät opinnot

**Laji:** Opintojakso

**Vastuuyksikkö:** Kasvatustieteiden tiedekunta

**Arvostelu:** 1 - 5, hyv, hyl

**Opintokohteen kielet:** englanti

**Laajuus:**

10 op

**Opetuskieli:**

English

**Ajoitus:**

1st year, autumn and spring

DD: 2nd year, autumn and spring (in Oulu)

**Osaamistavoitteet:**

After completing this module students are able to identify the characteristics and main traditions of both qualitative and quantitative research, particularly in social sciences, and to interpret the main approaches and research methods from the perspective of various traditions. Students are able to produce a research plan, collect data and apply various analysis methods. They can analyse and interpret collected data, determine the credibility and ethics of the research and produce a coherent, logical and justified research report. The focus of this module is to an extent determined by the research students engage in for their Master's thesis.

**Sisältö:**

- various 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

**Toteutustavat:**

80 h lectures and seminars, 190 h independent study

**Oppimateriaali:**

Study material will be confirmed at the beginning of the module.

Coffey, A. & Atkinson, P. (1996) Making Sense of Qualitative Data: Complementary Research Strategies.

Creswell, J. W. (1998) Qualitative Inquiry and Research Design.

Kerlinger, F. (2000) Foundations of Behavioral Research.

Silverman, D. (2000) Doing Qualitative Research. A Practical Handbook.

Schostak, J. (2006) Interviewing and Representation in Qualitative Research.

The availability of the literature can be checked from [this link](#).

**Suoritustavat ja arviointikriteerit:**

active participation in lectures/seminars, an essay on the methodological approach of the preliminary research plan and practice of data analysis, an exam

**Arviointiasteikko:**

0 - 5

**Vastuuhenkilö:**

Jouni Peltonen and Pauliina Rautio

**900017Y: Suomen kielen johdantokurssi, 2 op**

**Voimassaolo:** 01.08.1995 -

**Opiskelumuoto:** Kieli- ja viestintäopinnot

**Laji:** Opintojakso

**Vastuuyksikkö:** Kielikeskus

**Arvostelu:** 1 - 5, hyv, hyl

**Opintokohteen kielet:** suomi

**Leikkaavuudet:**

ay900017Y Suomi vieraana kielenä 2.0 op

Ei opintojaksokuvauksia.