

Opasraportti

KTK - Double Degree Curriculum 2011-2012 (2011 - 2012)

Double Degree Curriculum

Master Course in African Studies

Dalarna University, Sweden

Master's Degree Programme in Education and Globalisation

University of Oulu, Finland

The Dalarna University Center for African Studies (DUCAS) in Sweden and the Faculty of Education at the University of Oulu in Finland organize a full-time two-year double degree programme (120 ECTS credits). The programme aims to develop the students' general knowledge and critical understanding of the political, social and economic features of African societies since the 19th century. It also provides special qualifications for developing educational systems and the quality of education, and for leading educational and social change in the globalised world.

Students will be awarded two degrees:

- Master (Magister) of African Studies from Dalarna University
- MA (Education) degree from the University of Oulu with the possibility to continue for doctoral studies

Academic directors: Vanessa de Oliveira Andreotti, University of Oulu & Lars Berge, Dalarna University

Double degree structure

Structure of Master of African Studies Degree (Dalarna University), 60 ECTS credits

Obligatory courses 46 ECTS credits:

- The Dynamics of African Societies, 12 ECTS
- Religion and Politics in African Societies, 9 ECTS
- Education and Change in Africa, 8 ECTS

- 408523S Developing the Research Proposal, 1 ECTS
- 408524S Elaborated Research Plan, 1 ECTS
- Research Paper, 15 ECTS

Two elective courses 14 ECTS (7 ECTS each):

- Urban Spaces and Urban Policies, 7 ECTS
- Health and Nutrition: Gender and Economic Perspectives, 7 ECTS
- West Africa since the 19th Century, 7 ECTS
- Economic Development in Africa, 7 ECTS
- Language and Nationhood in African Multilingual Countries, 7 ECTS
- Human Rights in Sub-Saharan Africa, 7 ECTS
- Islam and Islamic Societies in Africa, 7 ECTS

Structure of MA (Education) Degree (University of Oulu), 120 ECTS credits

Minor Studies: African Studies 35 ECTS credits

- The Dynamics of African Societies, 12 ECTS
- Religion and Politics in African Societies, 9 ECTS
- Two elective courses 14 ECTS (7 ECTS each)

Advanced Studies in Educational Sciences, 80 ECTS credits

- 408510S Master's Thesis 40 ECTS (= Research Paper 15 ECTS in Falun + Thesis work 25 ECTS in Oulu)
- 408523S Developing the Research Proposal, 1 ECTS
- 408524S Elaborated Research Plan, 1 ECTS
- 408517S Methodology, 10 ECTS
- 408522S Education and Change in Africa, 8 ECTS
- 408512S Issues in Globalisation, 5 ECTS
- 408513S Ethics and Education, 5 ECTS
- 408516S Educational Policy, Planning and Leadership, 5 ECTS
- Elective course, 5 ECTS

Language, Communication and Orientation Studies, 5 ECTS

- 405512Y Orientation to the Finnish Culture and Educational Systems, 3 ECTS
- 900017Y Language Studies, 2 ECTS

Preliminary Schedule of a Two-Year Double Degree

Dalarna University, Falun, Sweden

1st year: Autumn semester (30 ECTS)

- The Dynamics of African Societies, 12 ECTS
- Education and Change in Africa, 8 ECTS
- Religion and Politics in African Societies, 9 ECTS
- 408523S Developing the Research Proposal, 1 ECTS

Dalarna University, Falun, Sweden

1st year: Spring semester (30 ECTS)

- Two Elective courses, 14 ECTS (7 ECTS each)
 - Urban Spaces and Urban Policies, 7 ECTS
 - Health and Nutrition: Gender and Economic Perspectives, 7 ECTS
 - West Africa since the 19th Century, 7 ECTS
 - Economic Development in Africa, 7 ECTS
 - Language and Nationhood in African Multilingual Countries, 7 ECTS
 - Human Rights in Sub-Saharan Africa, 7 ECTS
 - Islam and Islamic Societies in Africa, 7 ECTS
- 408524S Elaborated Research Plan, 1 ECTS
- Research paper, 15 ECTS

University of Oulu, Finland

2nd year: Autumn semester (30 credits)

- Language, Communication and Orientation Studies, 5 ECTS (Oulu)
 - 900017Y Language Studies, 2 ECTS
 - 405512Y Introduction to the Finnish Culture and Educational Systems, 3 ECTS
- 408512S Issues in Globalisation, 5 ECTS
- 405813S Ethics and Education, 5 ECTS
- Elective course 5 ECTS (408514S Nordic Education in the European and Global Context)
- 408517S Methodology 6 ECTS
- 408510S Master's Thesis, 40 ECTS (5 ECTS out of 40 ECTS during autumn)

University of Oulu, Finland

2nd year: Spring semester (30 credits)

- 408516S Educational Policy, Planning and Leadership, 5 ECTS
- 408517S Methodology, 5 ECTS
- 408510S Master's Thesis, 40 ECTS (20 ECTS out of 40 ECTS. during spring)
- Elective Course, 5 ECTS (if not completed during autumn)
 - 408515S New Learning Environments and Technology 5 ECTS
 - 407512P Comparative Educational Research 5 ECTS

Courses held in Falun

MINOR STUDIES - AFRICAN STUDIES, 35 ECTS CREDITS (Falun)**Religion and Politics in African Societies, 9 ECTS**

Timing: 1st year, autumn (in Falun)

Objective: This course introduces the course participants to the religious landscape of the continent. The various strands of Christianity (Catholic, Protestant, Orthodox and Millenarian movements), Islam and the basic tenets of African and non-Christian religions are identified and studied in the context of the political environment. The course shall examine more closely broad questions like the following. How does religion affect the political orientation of a society? How are religious differences and conflicts confronted and resolved? What role do religions play in the organisation of social, political and economic life? The course would also focus on the interaction between the various religious outlooks and the constant creation (invention) of what might be described as new belief systems.

Contents:

- strands of Christianity
- strands of Islam
- African religions
- religion and political orientation
- religious conflicts
- role of religions
- new belief systems

Working methods: lectures/seminars and independent study

Study materials: study material will be confirmed at the beginning of the module.

Assessment methods: active participation in lectures/seminars and an exam/essay

Grading: pass/fail

Responsible person: Lars Berge

Language of instruction: English

The Dynamics of African Societies, 12 ECTS

Timing: 1st year, autumn (in Falun)

Objective: This course takes up synchronic and diachronic approaches to African societies from the early 1800 up to the present. The structure of African economies; the principles of political organisation; the links between the individual and the collective; the natural resource base and the production and reproduction of material culture shall be the main issues of the course. The themes of change and continuity shall provide the connecting thread throughout the course. Relations between Europe and African societies are themes covered by the course.

Contents:

- African societies
- African economies
- political organisation in Africa
- natural resource base
- relations between Europe and African societies

Working methods: lectures/seminars and independent study

Study materials: study material will be confirmed at the beginning of the module.

Assessment methods: active participation in lectures/seminars and an exam/essay

Responsible person: Lars Berge

Language of instruction: English

MINOR STUDIES: OPTIONAL COURSES, 14 ECTS CREDITS (Falun)

Students chose two of the following optional courses while studying in Falun.

Health and Nutrition: Gender and Economic Perspectives, 7 ECTS

Timing: 1st year, spring (in Falun)

Objective: This course focuses most generally on issues related to health and nutrition in Africa. Particular attention is paid to gender relations, economic developments and population changes and how these conditions impact on health and nutritional status. Major themes of the course are the cultural and political conditions under which food is

produced and consumed and how this affects the health status of women, children and youth. Included as well is a focus on the social and cultural aspects of the HIV-AIDS pandemic.

Contents:

- health and nutrition in Africa
- gender relations and population changes
- cultural and political conditions for food production and consumption
- health status of women, children and youth
- HIV-AIDS pandemic

Working methods: lectures/seminars and independent study

Study materials: study material will be confirmed at the beginning of the module.

Assessment methods: active participation in lectures/seminars and an exam/essay

Grading: pass/fail

Responsible person: Gunnel Balaile

Language of instruction: English

Urban Spaces and Urban Policies, 7 ECTS

Timing: 1st year, spring (in Falun)

Objective: This course introduces the student to the history of urbanisation and urban culture south of the Sahara. Central issues deal with the interaction between the market and social/public places in urban settings; the daily struggles and strategies of individuals and groups; the links between urban and rural landscapes and the overall urban policies pursued by governments. The course furthermore deals with demographic features of African cities; relations between the city and society; the rural-urban interface; urbanisation and migration; policies governing urban spaces.

Contents:

- urbanisation in Africa
- links between the urban and rural landscapes
- demographic features
- urban policies

Working methods: lectures/seminars and independent study

Study materials: study material will be confirmed at the beginning of the module.

Assessment methods: active participation in lectures/seminars and an exam/essay

Grading: pass/fail

Responsible person: Lars Berge

Language of instruction: English

West Africa since the 19th Century, 7 ECTS

Timing: 1st year, spring (in Falun)

Objective: This course module introduces the reader to the social history of West Africa in the context of the political changes and economic transformations that were introduced by the process of colonialism. There shall be more emphasis these changes affected the patterns of urbanization, population resettlements and displacements, up to the post-colonial phenomenon of pauperisation of the continent.

Contents:

- colonialism in West Africa
- political changes in West Africa
- economic transformations in West Africa
- urbanization
- population resettlements
- population displacements
- post-colonial pauperization

Working methods: lectures/seminars and independent study

Study materials: study material will be confirmed at the beginning of the module.

Assessment methods: active participation in lectures/seminars and an exam/essay

Grading: pass/fail

Responsible person: Tekeste Negash and Irma Taddia

Language of instruction: English

Language and Nationhood in African Multilingual Countries, 7 ECTS

Timing: 1st year, spring (in Falun)

Objective: This course deals with the role of language in post-colonial Africa. Key issues that will be investigated and discussed are language and nation; territoriality versus nationality; the concepts of oneness/integration/unity in the context of bilingualism; the politics of language education and human rights dimensions of language policies.

Contents:

- bilingualism/multilingualism in Africa
- language and nation
- territoriality and nationality
- language policies and language education in Africa

Working methods: lectures/seminars and independent study

Study materials: study material will be confirmed at the beginning of the module.

Assessment methods: active participation in lectures/seminars and an exam/essay

Grading: pass/fail

Responsible person: Åsa Wedin

Language of instruction: English

Economic Development in Africa, 7 ECTS

Timing: 1st year, spring (in Falun)

Objective: This course is intended as an introduction to the study of current social and economic conditions in Africa in recent decades within a global context and from a historical perspective. Central issues in the course is different theories of development and how they have changed over time as well as different explanations of Africa's development experience over the past decades. Special attention is devoted to the economic success story of Botswana.

Contents:

- economic conditions in Africa
- theories of development
- Botswana as an example of economic success

Working methods: lectures/seminars and independent study

Study materials: study material will be confirmed at the beginning of the module.

Assessment methods: active participation in lectures/seminars and an exam/essay

Grading: pass/fail

Responsible person: Christina Romlid

Language of instruction: English

Human Rights in Sub-Saharan Africa, 7 ECTS

Timing: 1st year, spring (in Falun)

Objective: The course deals with theories of Human Rights and Democracy, with a primary focus on their relevance for different Sub-Saharan societies. On the theoretical level, philosophical, legal and religious aspects of rights are treated. Possible conflicts and different kinds of rights are analysed, as e.g. claims for cultural rights to self-determination, and individual freedom.

Contents:

- theories of human rights and democracy
- philosophical, legal and religious aspects of human rights in Sub-Saharan Africa

Working methods: lectures/seminars and independent study

Study materials: study material will be confirmed at the beginning of the module.

Assessment methods: active participation in lectures/seminars and an exam/essay

Grading: pass/fail

Responsible person: Johanna Gustafsson-Lundberg

Language of instruction: English

Islam and Islamic Societies in Africa, 7 ECTS

Timing: 1st year, spring (in Falun)

Objective: The course aims to introduce students to the importance of Islam in Africa and its influence upon African Societies. Central issue of the course is African Islam and Islam in Africa: encounters between Sufis and Islamists, focusing on Somalia, Senegal, Nigeria, Sudan. Current Institutional as well as Legal situation will be analyzed.

Contents:

- African Islam
- Islam in Africa

Working methods: lectures/seminars and independent study

Study materials: study material will be confirmed at the beginning of the module.

Assessment methods: active participation in lectures/seminars and an exam/essay

Grading: pass/fail

Responsible person: Gudmar Aneer

Language of instruction: English

Tutkintorakenteisiin kuulumattomat opintokokonaisuudet ja -jaksot

407512P: Comparative Educational Research, 5 op
 408523S: Developing the Research Proposal, 1 op
 408522S: Education and Change in Africa, 8 op
 408516S: Educational policy, planning and leadership, 5 op
 408524S: Elaborated Research Plan, 1 op
 408513S: Ethics and education, 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
 e1
 408517S-01: Quantitative Research, 5 op
 408517S-02: Qualitative Research, 5 op
 900017Y: Survival Finnish Course, 2 op

Opintojaksojen kuvaukset

Tutkintorakenteisiin kuulumattomien opintokokonaisuuksien ja -jaksojen kuvaukset

407512P: Comparative Educational Research, 5 op

Voimassaolo: 01.01.2007 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

1st year, autumn semester

Learning outcomes:

After completion of the course, students are able to

- 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

Contents:

- Comparative Education Research
- Theoretical cartographies
- Exemplary research
- Political economy of knowledge production

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

30 h lectures, 10 h seminars, 95 h independent study

Target group:

- 1st year students on the Master's Degree Programme in Education and Globalisation
- DD-students
- Students pursuing minor studies "Education in Transition"

Prerequisites and co-requisites:

No

Recommended optional programme components:

Other courses in Education in Transition:

- 407509P Defining Education, Educational Sciences and their tasks, 5 credits
- 407509A Inclusive Education and Education for All, 3 credits
- 407510P Economics of Education, 5 credits
- 407511P Seminar: Education in Transition, 5 credits
- 407518A Global Citizenship Education, 5 credits
- 408502S Development and Education, 4 credits
- 407523P Plurilingualism and Education in the 21st century, 5 credits
- 407524P Critical Literacy in Education, 5 credits

Recommended or required reading:

Bray, M., Adamson, B., & Mason, M. (Eds.) (2007). Comparative Education Research Approaches and Methods. Hong Kong: Springer

Other study material will be confirmed at the beginning of the module.

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

Assessment methods and criteria:

Active participation in lectures, discussion summaries, essay or prezi

Grading:

0 - 5

Person responsible:

Vanessa Andreotti

Working life cooperation:

No

408523S: Developing the Research Proposal, 1 op

Voimassaolo: 01.08.2007 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

1 credits

Language of instruction:

English

Timing:

1st year, autumn (in Falun)

Learning outcomes:

In this course the students will develop and revise their research proposal in regard to objectives, analytical questions, as well as state of research.

Contents:

See Learning outcomes

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Seminars, independent study

Target group:

DD-students

Prerequisites and co-requisites:

No

Recommended optional programme components:

Master's Thesis

Recommended or required reading:

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

Assessment methods and criteria:

Active participation in seminars and a research proposal.

Grading:

Pass/fail

Person responsible:

Research tutor at the Dalarna University

Working life cooperation:

No

408522S: Education and Change in Africa, 8 op

Voimassaolo: 01.08.2007 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

8 credits

Language of instruction:

English

Timing:

1st year, autumn (in Falun)

Learning outcomes:

The course deals with education policies and the role of education in the development of African societies. The focus in the course is on the relation between education and social change. Indigenous knowledge and learning systems will be related to formal and structured education systems. The role of international aid in education for

development in African societies will be discussed. Questions related to professional ethics and to the role of official curricula will be discussed.

Contents:

Contents:

- Education policies in Africa
- political and societal change
- indigenous systems of knowledge
- international aid
- professional ethics
- official curricula

Learning activities and teaching methods:

Lectures/seminars and independent study.

Recommended or required reading:

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

Assessment methods and criteria:

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

Grading:

pass/fail

Person responsible:

Åsa Wedin

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

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

2nd year, autumn

DD: 2nd year, autumn (in Oulu)

Learning outcomes:

After completion of the course, students are able to

- 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

Contents:

- Current issues in educational politics
- Educational policy and planning in different contexts
- Strategic management, implementation and leadership

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

20 h lectures, 20 h seminars, 95 h independent study

Target group:

2nd year students on the Master's Degree Programme in Education and Globalisation

DD-students

Prerequisites and co-requisites:

Completion of 1st year courses in the Master's Degree Programme in Education and Globalisation

DD-students: No

Recommended optional programme components:

1st year EdGlo courses: 408512S, 408513S, 408514S

Recommended or required reading:

Choice of books:

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.

Other study material will be confirmed at the beginning of the module.

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

Assessment methods and criteria:

Study journal on lectures, exam based on choice of literature

Grading:

0 - 5

Person responsible:

Vanessa Andreotti

Working life cooperation:

No

Other information:

This course is part of the Summer School in Master's Degree Programme in Education and Globalisation. All students are expected to be familiar with the effects of globalisation on educational practices, policies and changes within countries and between countries. All students are expected to have completed their Bachelor's degree in a relevant field. Preference will be given to the students with background in education/social sciences.

408524S: Elaborated Research Plan, 1 op

Voimassaolo: 01.08.2007 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

1 credits

Language of instruction:

English

Timing:

1st year, spring (in Falun)

Learning outcomes:

In this course the students will further elaborate their research project, considering theories, scientific perspectives and methods.

Contents:

See Learning outcomes

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Seminars, independent study

Target group:

DD-students

Prerequisites and co-requisites:

No

Recommended optional programme components:

Master's Thesis

Recommended or required reading:

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

Assessment methods and criteria:

Active participation in seminars and an elaborated research plan.

Grading:

Pass/fail

Person responsible:

Research tutor at the Dalarna University

Working life cooperation:

No

408513S: Ethics and education, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

1st year, spring semester

DD: 2nd year, autumn (in Oulu)

Learning outcomes:

After completion of the course, students are able to

- 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

Contents:

- 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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

30h lectures, 10h seminars, 95h independent study

Target group:

1st year students on the Master's Degree Programme in Education and Globalisation

DD-students

Prerequisites and co-requisites:

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Recommended optional programme components:

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Recommended or required reading:

Freire, P. (1998). *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. Oxford: Rowman & Littlefield Publishers.

Todd, S. (2009). *Toward an Imperfect Education: Facing Humanity, Rethinking Cosmopolitanism*. Sense Publishers. Boulder: Paradigm Publishers.

Other study material will be confirmed at the beginning of the module.

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

Assessment methods and criteria:

4 learning tasks and an open book exam

Grading:

0 - 5

Person responsible:

Vanessa Andreotti

Working life cooperation:

.

408512S: Issues in globalisation, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

1st year, autumn and spring

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

Learning outcomes:

After completion of the course, students are able to

- 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

Contents:

- 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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

50h lectures/seminars, 85 h independent study

Target group:

1st year students on the Master's Degree Programme in Education and Globalisation

DD-students

Prerequisites and co-requisites:

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Recommended optional programme components:

.

Recommended or required reading:

.

Assessment methods and criteria:

Active participation in lectures/seminars, weekly assignments for seminars, essay assignments

Grading:

0 - 5

Person responsible:

Gordon Roberts

Working life cooperation:

No

408510S: Master's Thesis, 40 op**Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Advanced Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

40 credits

Language of instruction:

Finnish or English

Timing:

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

DD: 2nd year autumn and spring

ITE: Master's Level

Learning outcomes:

- collaborate in a research group
- discuss various approaches to research, and evaluate theses.
- choose research focus, relevant theoretical background and research methods
- build up their argumentation
- defend their Master's thesis
- produce high quality research based on academic standards.

Contents:

- literature on the research areas
- new research in the research area
- research methods
- research ethics
- evaluating research plans and Master's thesis drafts
- research design and theoretical background
- methodology
- research group collaboration
- current research in the department

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Seminar sessions 40 h, independent work about 1000 h

The weekly Master's thesis seminars begin during the spring term of the first year and continue throughout the second year (EDGLO).

Target group:

Students in the Faculty of Education

1st - 2nd year students on the Master's Degree Programme in Education and Globalisation

DD-students

ITE-students

Prerequisites and co-requisites:

Bachelor's thesis

Recommended optional programme components:

Research Methods II

The course is part of the Advanced Studies in the major subject.

1st and 2nd year EdGlo courses: 408512S, 408513S, 408514S, 408515S, 408516S, and 408517S

Recommended or required reading:

Graff, G. (2010). They say/I say: the moves that matter in academic writing. New York: Norton.

Other study material depends on student's thesis topic.

Assessment methods and criteria:

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

Grading:

0 - 5

Person responsible:

Hannu Heikkinen and the leaders of seminar groups:

Vanessa Andreotti, Katri Jokikokko, Maria Järvelä, Minna Sääskilahti

Working life cooperation:

None

Other information:

For details on current Bachelor's and Master's thesis groups, see www.oulu.fi/ktk/opinnaytetyot

408515S: New learning environments and technology, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

1st year, spring

DD: 2nd year, spring (in Oulu)

Learning outcomes:

After completion of the course, students are able to

- 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

Contents:

- 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

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

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

Target group:

1st year students on the Master's Degree Programme in Education and Globalisation

Prerequisites and co-requisites:

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Recommended optional programme components:

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Recommended or required reading:

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.

Other study material will be confirmed at the beginning of the module.

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

Assessment methods and criteria:

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

Grading:

0 - 5

Person responsible:

Tiina Hämäläinen

Working life cooperation:

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

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

1st year, autumn and spring

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

Learning outcomes:

After completion of the course, students are able to

- 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

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

1st year students on the Master's Degree Programme in Education and Globalisation

Prerequisites and co-requisites:

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Recommended optional programme components:

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Recommended or required reading:

Choice of books:

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.

Other study material will be confirmed at the beginning of the module.

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

Assessment methods and criteria:

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

Grading:

0 - 5

Person responsible:

Maria-Liisa Järvelä

Working life cooperation:

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

Voimassaolo: 01.08.2006 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

3 credits

Language of instruction:

English

Timing:

1st year, autumn

Learning outcomes:

After completion of the course, students are able to

- 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

Contents:

- 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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

40 h seminars, 40 h independent study

Target group:

1st year students on the Master's Degree Programme in Education and Globalisation

DD-students

Prerequisites and co-requisites:

No

Recommended optional programme components:

No

Recommended or required reading:

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

Assessment methods and criteria:

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

Grading:

Pass/Fail

Person responsible:

Gordon Roberts

Working life cooperation:

No

408517S: Research methodology, 10 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

10 credits

Language of instruction:

English

Timing:

1st year, autumn and spring

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

Learning outcomes:

After completion of the course, students are able to

- 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

Contents:

- 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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

80 h lectures/ seminars, 190 h independent study

Target group:

1st year students on the Master's Degree Programme in Education and Globalisation

DD-students

Prerequisites and co-requisites:

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Recommended optional programme components:

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Recommended or required reading:

Creswell, J. W. (1998) *Qualitative Inquiry and Research Design*. London: Sage.

Kerlinger, F. (2000) *Foundations of Behavioural Research*. Fort Worth: Harcourt College Publishers.

Silverman, D. (2000) *Doing Qualitative Research. A Practical Handbook*. London: Sage.

Other study material will be confirmed at the beginning of the module.

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

Assessment methods and criteria:

Active participation in lectures/seminars, an essay, an exam

Grading:

0 - 5

Person responsible:

Jouni Peltonen and Pauliina Rautio

Working life cooperation:

No

e1

408517S-01: Quantitative Research, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Advanced Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

Leikkaavuudet:

413030S Advanced course in quantitative research 5.0 op

Ei opintojaksokuvauksia.

408517S-02: Qualitative Research, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Advanced Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

Leikkaavuudet:

413031S Advanced course in qualitative research 5.0 op

Ei opintojaksokuvauksia.

900017Y: Survival Finnish Course, 2 op

Voimassaolo: 01.08.1995 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Language Centre

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay900017Y Survival Finnish Course (OPEN UNI) 2.0 op

Proficiency level:

A1, according to the Common European Framework

Required proficiency level:

No previous Finnish studies.

ECTS Credits:

2 ECTS credits

Language of instruction:

Finnish and English

Timing:

The course is offered in autumn terms and spring terms.

Learning outcomes:

By the end of the course the student can understand and use some very common everyday expressions and phrases, and s/he can locate informational content in simple texts and messages. The student also knows the basic characteristics of Finnish language and Finnish communication styles.

Contents:

This is an introductory course which aims to help students to cope with the most common everyday situations in Finnish. During the course, students learn some useful everyday phrases, some general features of the vocabulary and grammar, and the main principles of pronunciation.

The topics and communicative situations covered in the course are: 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.

The structures studied are: 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.

Learning activities and teaching methods:

Lessons twice a week (24 h) and self study (26 h).

Target group:

International degree and post-graduate degree students of the University.

Recommended or required reading:

Will be provided during the course.

Assessment methods and criteria:

Regular and active participation in the weekly lessons (twice a week), homework assignments and written exam at the end of the course will be observed in assessment.

Grading:

Grading scale is 1-5.

Person responsible:

Marja Pohjola-Effe

Other information:

Sign-up in [WebOodi](#) or by emailing the teacher. The lessons will be held twice a week during a 6-week period.

Exact times and room will be informed on the [Schedule](#).