

Opasraportti

KTK - Master's Degree Programme in Education and Globalisation 2012-2013 (2012 - 2013)

Education and Globalisation is a full-time two-year international Master's programme. 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.

Programme structure

Code	Title	Credits
Language, Communication and Orientation Studies 5 ECTS credits		
405033Y	Survival Finnish (foreign students only)	2
000000Y	Swedish or other language studies (Finnish students only)	2
405512Y	Orientation to the Finnish Culture and Educational System	3
Major - Advanced Studies in Education 80 ECTS credits		
408512S	Issues in Globalisation	5

408513S	Ethics and Education	5
408514S	Nordic Education in the European and Global Context	5
408515S	New Learning Environments and Technology	5
408516S	Educational Policy, Planning and Leadership	5
408518S	Internship	5
408517S-01	Quantitative Methodology	5
408517S-02	Qualitative Methodology	5
408510S	Master's Thesis	40

**Minor (min. 25 ECTS credits)
- Education in Transition 25-35 ECTS credits**

407509P	Defining Education, Educational Sciences and their Tasks	7
407512P	Comparative Educational Research	5
407509A	Inclusive Education and Education for All	3
407510P	Economics of Education	5
407511P	Seminar: Education in Transition	5
407518A	Global Citizenship Education (optional)	5
408502S	Development and Education (optional)	4
407523P	Plurilingualism and Education in the 21st Century (optional)	5
407524P	Critical Literacy in Education (optional)	5

Optional studies 0-10 ECTS credits

	Freely selected by students	10
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Tutkintorakenteet

Edglo Master's Degree Programme in Education and Globalisation (120 ECTS cr)

Tutkintorakenteen tila: archived

Lukuvuosi: 2012-13

Lukuvuoden alkamispäivämäärä: 01.08.2012

Language, Communication and Orientation (5 ECTS cr) (vähintään 5 op)

In the EdGlo programme, all students must complete 5 ECTS credits of general studies. The general studies are divided to language studies (2 ECTS credits) and communication and orientation studies (3 ECTS credits). These studies provide 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.

1a) Language Studies, 2 ECTS credits

All students must complete 2 ECTS credits of language studies:

- Foreign students must complete the **Survival Finnish Course (405033Y) or alternatively** if they have already basic skills in Finnish, they can choose a more advanced level Finnish course (min. 2 ECTS credits) or a course in another language (min. 2 ECTS credits) from the courses offered by the Languages and Communication (former: Language Centre).

Examples of courses offered:

405033Y Survival Finnish Course, 2 ECTS cr
 900013Y Beginners' Finnish Course 1, 2 ECTS cr
 900053Y Beginners' Finnish Course 2, 4 ECTS cr
 900054Y Conversational Skills in Finnish, 2 ECTS cr
 900020Y Finnish for Advanced Students, 2 ECTS cr
 900061Y Finnish Language Workshop, 2 ECTS cr
 900015Y Intermediate Finnish Course 1, 4 ECTS cr
 900016Y Intermediate Finnish Course 2, 4 ECTS cr

- 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 ECTS credits of other language studies from the courses offered by the Languages and Communication (former: 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 ECTS credits

In the EdGlo programme, all students complete the course **405512Y Orientation to the Finnish Culture and Educational System**.

405512Y Orientation to the Finnish Culture and Educational System

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

Finnish Course

Swedish language course (901002Y)

901002Y: Second Official Language (Swedish), 2 op

Major - Advanced Studies in Education (80 ECTS cr) (vähintään 80 op)

In the EdGlo programme, all students complete these courses.

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

408513S: Ethics and education, 5 op

408518S: Internship, 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

408512S: Perspectives on Globalisation, 5 op

408517S-02: Qualitative Research, 5 op

408517S-01: Quantitative Methodology, 5 op

Minor studies (25-35 ECTS cr) (vähintään 25 op)

In the EdGlo programme, all students must complete one minor subject of minimum of 25 ECTS credits. *A250511 Education in Transition* is the recommended minor subject for **all students** in the EdGlo programme.

Students whose previous degree (Bachelor level or other academic studies) **does not include studies in educational sciences or pedagogy**: They must choose A250511 Education in Transition. It is a compulsory minor subject for them.

Students who have previous studies in educational sciences or pedagogy (equivalent at least to 25 ECTS credits) : They can select also another minor subject. However, A250511 Education in Transition is the recommended minor subject for them, too.

The minor subject A250511 Education in Transition consists of the following courses:

407509P Defining Education, Educational Sciences and their Tasks, 7 credits

407512P Comparative Educational Research, 5 credits

407509A Education for All, 3 credits

407510P Economics of Education, 5 credits

407511P Seminar: Education in Transition, 5 credits

407518A Global Citizenship Education, 5 credits (optional)

408502S Development and Education, 4 credits (optional)

407523P Plurilingualism and Education in the 21st Century (optional) 5 credits

407524P Critical Literacy in Education (optional) 5 credits

Examples of other minor subjects suitable for EdGlo students: *Multiculturalism* ECTS 25 cr from the Open University; *H00001 Sustainability in Development* 25 ECTS cr from the UniPID network; or *A255301 Educational Technology* 25 ECTS cr from the Faculty of Education.

More information available from the EdGlo coordinator and in the study guides.

Optional studies (0-10 ECTS cr) (0 - 10 op)

The total for the degree is 120 ECTS credits. Depending on the scope of studies in other entities of the degree, e.g. minor subject, all students must complete 0-10 credits of optional studies.

An example: If students have completed 25 ECTS credits in their minor subject they must choose 10 ECTS credits of optional studies. If students have completed 30 ECTS credits in their minor subject they must choose 5 ECTS credits of optional studies, etc. If students have completed 35 ECTS in their minor subject they do not need complete any optional studies.

Students can select their optional studies e.g. on the basis of their previous studies, thesis topic or personal interest.

(Kindly note that in order to complete courses by other departments or Languages and Communications (former: Language Center), etc. students might need to apply for a study right or they might be required to register by certain annual deadline. Students are advised to familiarise themselves with the policies and procedures of the department in question.)

Tutkintorakenteisiin kuulumattomat opintokokonaisuudet ja -jaksot

A250511: Education in Transition, 25 op

e1

407509P: Defining education, educational sciences and their tasks, 7 op

407512P: Comparative Educational Research, 5 op

407509A: Education for All, 3 op

407510P: Economics of education, 5 op

407511P: Seminar: Education in Transition, 5 - 15 op

Electives

407518A: Global citizenship education, 5 op

408502S: Development and Education, 5 op

407523P: Plurilingualism and Education in the 21st Century, 5 op

407524P: Critical Literacy in Education, 5 op

408517S: Research methodology, 10 op

405033Y: Survival Finnish, 2 op

Opintojaksojen kuvaukset

Tutkintorakenteisiin kuuluvien opintokohteiden kuvaukset

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 oppimateriaali:

Ansela, Maarit , , 2006

Lisätiedot: Electronic version: <http://www.uku.fi/opk/w5w/guide.pdf>

Elovainio, Päivi et al. , , 2002

Friedman, Thomas , , 2000

Schatz, Roman , , 2005

Turley, Richard Marggraf , , 2000

Lisätiedot: Electronic book available through the Ebrary service at the University of Oulu.

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 course.

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

Other information:

No

901002Y: Second Official Language (Swedish), 2 op

Voimassaolo: 01.08.1995 - 31.07.2012

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Language Centre

Opintokohteen kielet: Swedish

Leikkaavuudet:

ay901002Y Second Official Language (Swedish) (OPEN UNI) 2.0 op

Ei opintojaksokuvauksia.

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 oppimateriaali:

Carnoy, Martin (ed.), , 1995

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

EdGlo: 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:

Altbach, P. (2010). *Leadership for world-class universities: Challenges for developing countries*. New York: Routledge.

Ball, S., Goodson, I and Maguire, M. (Eds.). (2007). *Education, globalization and new times*. New York: Routledge.

Rizvi, F. and Lingard, B. (2009). *Globalizing education policy*. New York: Routledge.

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

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 de Oliveira

Working life cooperation:

No

Other information:

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 oppimateriaali:

Räsänen, Rauni & San, Johanna (eds.), , 2005

Purpel, David E. , , 2004

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

EdGlo: 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:

Completion of 1st year, autumn semester courses

DD students: No

Recommended optional programme components:

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

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 course.

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:

Rauni Räsänen

Working life cooperation:

No

Other information:

No

408518S: Internship, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Advanced Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Magda Karjalainen

Opintokohteen oppimateriaali:

Bentley, Tom , , 1998

Lisätiedot: Electronic book available through the Ebrary service at Oulu University

Boddy, David , , 1992

Schön, Donald A. , , 1987

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

1st year spring **or** 2nd year autumn/spring

Learning outcomes:

After completion of the course, students are able to:

- 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

Contents:

- professional development
- lifelong and lifewide learning

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

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

Prerequisites and co-requisites:

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

Recommended optional programme components:

1st and 2nd year EdGlo courses: 408512S, 408513S, 408514S, 408515S, 408517S, and 408510S

Recommended or required reading:

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

Assessment methods and criteria:

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

Person responsible:

Raisa Suominen

Working life cooperation:

Yes

Other information:

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 (in Oulu)

ITE: Master's Level

Learning outcomes:

After completion of the course, students are able to:

- 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/ Advanced course in quantitative research or Advanced course in qualitative research
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:

Katri Jokikokko, Maria Järvelä, Minna Sääskilähti

Working life cooperation:

No

Other information:

For details on current Master's thesis groups, see www oulu fi/ktk/opinnaytetyot and <http://www oulu fi/edu/theses>

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 oppimateriaali:

Barab, Sasha A., Kling, Rob & Gray, James H., , 2004

Strijbos, Jan-Willem , Kirschner, Paul A. & Martens, Rob L. (eds.), , 2004

Lisätiedot: Electronic book available through the Ebrary service at the University of Oulu.

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

EdGlo: 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, 115 h web-based and independent studying.

Target group:

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

Prerequisites and co-requisites:

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

Recommended optional programme components:

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

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, J. P. (2007). *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 course.

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:

N.N.

Working life cooperation:

no

Other information:

DD students complete **one** of the following courses:

- 408514S Nordic Education in the European and Global Context, 5 credits

OR

- 408515S New Learning Environments and Technology, 5 credits

OR

- 407512P Comparative Educational Research, 5 credits

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 oppimateriaali:

Chan, Lorna K. S. & Mellor, Elizabeth J. (eds), , 2002

National Board of Education, , 2004

Darnell, Frank, , 1996

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

EdGlo: 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
- DD students

Prerequisites and co-requisites:

No

Recommended optional programme components:

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

Recommended or required reading:

Choice of books:

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* (2nd edition). Manchester: Manchester University Press.

Darnell, F. & Höem, A. (1996). *Taken to extremes: Education in the far north*. Oslo: Scandinavia University Press.

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

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 Järvelä

Working life cooperation:

no

Other information:

DD students complete **one** of the following courses:

- 408514S Nordic Education in the European and Global Context, 5 credits

OR

- 408515S New Learning Environments and Technology, 5 credits

OR

- 407512P Comparative Educational Research, 5 credits

408512S: Perspectives on Globalisation, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen oppimateriaali:

Hirst, Paul , , 1999

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

EDGlo: 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:

No

Recommended optional programme components:

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

Recommended or required reading:

Held, D. & McGrew, A. (Eds.). (2003). *Global transformations reader: An introduction to the globalization debate*. (2nd ed). Cambridge: Polity Press.

Held, D., McGrew, A., Goldblatt, D. & Perraton, J. (Eds.). (2007). *Globalization theory*. Cambridge: Polity Press.

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

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

Other information:

No

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

ECTS Credits:

5 credits

408517S-01: Quantitative Methodology, 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

ECTS Credits:

5 credits

Tutkintorakenteisiin kuulumattomien opintokokonaisuuksien ja -jaksojen kuvaukset

A250511: Education in Transition, 25 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Basic Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

25 - 35 credits

Language of instruction:

English

Timing:

Code	Title	Credits	Timing – credits per semester		
			autumn	spring	summer
Minor - Education in Transition (min. 25 credits)					
407509P	Defining Education, Educational Sciences and their Tasks	7	7		
407512P	Comparative Educational Research	5	5		
407509A	Education for All	3		3	
407510P	Economics of Education	5	5		
407511P	Seminar: Education in Transition	5	5		

407518A Global Citizenship Education (optional)	5			5
408502S Development and Education (optional)	4	4		
407523P Plurilingualism and Education in the 21st Century (optional)	5			5
407524P Critical Literacy in Education (optional)	5			5
total (courses offered)	44	22	7	15

Learning outcomes:

- Identify the main issues and sub-areas of educational sciences: history of education, psychology of education, philosophy of education, didactics, sociology of education, special education, and comparative education.
- Discuss the impact of globalisation on educational contexts at local and global levels.
- Summarise current debates related to education in the globalised world.
- Critically analyse the production of knowledge in relations of power in North-South dialogue.

Contents:

Minor subject: A250511 Education in Transition (min. 25 ECTS credits) consists of the following courses:

- 407509P Defining Education, Educational Sciences and their Tasks 7 credits
- 407512P Comparative Educational Research 5 credits
- 407509A Education for All 3 credits
- 407510P Economics of Education 5 credits
- 407511P Seminar: Education in Transition 5 credits
- 407518A Global Citizenship Education (optional) 5 credits
- 408502S Development and Education (optional) 4 credits
- 407523P Plurilingualism and Education in the 21st Century (optional) 5 credits
- 407524P Critical Literacy in Education (optional) 5 credits

Please see individual course descriptions.

Mode of delivery:

Contact teaching, blended learning, online learning

Learning activities and teaching methods:

Learning activities include exams, portfolio assignments, study reports and journals etc. (details provided in the individual course descriptions). Teaching activities include contact teaching and online tutoring.

Target group:

Priority is given to students in Master's Degree Programme in Education and Globalisation (EdGlo).

Prerequisites and co-requisites:

Please see individual course descriptions.

Recommended optional programme components:

Please see individual course descriptions.

Recommended or required reading:

Please see individual course descriptions.

Assessment methods and criteria:

Assessment is based on various learning activities and the grades of final exams. These learning activities may include portfolio assignments, study reports and journals etc. (details provided in each course description).

Grading:

1 - 5

Person responsible:

Ms. Raisa Suominen, Programme Coordinator,
Faculty of Education, P.O. Box 2000, FI-90014 University of Oulu,
tel. +358-8-553 3710, edglo.coordinator(at)oulu.fi
Maria Järvelä, PhD, Academic Director,
Faculty of Education, P.O. Box 2000, FI-90014 University of Oulu

Working life cooperation:

No

Other information:

No

e1

407509P: Defining education, educational sciences and their tasks, 7 op

Voimassaolo: 01.01.2007 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

7 credits

Language of instruction:

English

Timing:

1st year, autumn semester

Learning outcomes:

After completion of the course, students are able to

- 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

Contents:

- 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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

30 h lectures/seminars, 155 h independent study

Target group:

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

Prerequisites and co-requisites:

No

Recommended optional programme components:

Other courses in Education in Transition:

- 407512P Comparative Educational Research, 5 credits
- 407509A 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:

Egan, K. (2008). *Future of Education: Reimagining our schools from the ground up*. New Haven: Yale University Press. (Oulu University e-library)

Osler, A. & Starkey, H. (2005). *Changing citizenship: Democracy and inclusion in education*. Maidenhead: Open University Press. (Oulu University e-library)

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

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

Assessment methods and criteria:

Active participation in lectures/seminars, an exam

Grading:

Pass / fail

Person responsible:

Maria Järvelä

Working life cooperation:

No

Other information:

No

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:

EdGlo: 1st year, autumn semester

DD: 2nd year, autumn (in Oulu)

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 pursuing minor studies "Education in Transition"
- DD students
- Other 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 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 course.

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:

Rauni Räsänen

Working life cooperation:

No

Other information:

DD-students complete **one** of the following courses:

- 408514S Nordic Education in the European and Global Context, 5 credits

OR

- 408515S New learning environments and technology, 5 credits

OR

- 407512P Comparative Educational Research, 5 credits

407509A: Education for All, 3 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen oppimateriaali:

Peterson, J. Michael , , 2003

Thomas, Gary & Vaughan, Mark (eds.) , , 2004

Ahvenainen, Ossi , , 2005

Ikonen, Oiva , , 2000

Jahnukainen, Markku (toim.) , , 2002

Jahnukainen, Markku (toim.) , , 2001

Murto, Pentti, Naukkarinen, Aimo & Saloviita, Timo (toim.) , , 2001

Hautamäki, Jarkko (toim.) , , 2001

Ikonen, Oiva & Virtanen, Pirkko (toim.) , , 2001

Pulkkinen, Lea , , 2002

Räsänen, Pekka et al. (toim.) , , 2004

Savolainen, Hannu, Kokkala, Heikki & Alasuutari, Hanna (eds.) , , 2000

Savolainen, Hannu, Matero, Marja & Kokkala, Heikki (eds.) , , 2006

Sinkkonen, Jari & Pihlaja, Päivi (toim.) , , 1999

Opintokohteen kielet: English

ECTS Credits:

3 credits

Language of instruction:

English

Timing:

ITE: 2nd year, spring

EdGlo: 1st year, spring

Learning outcomes:

After completion of the course, students are able to:

- 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)

Contents:

- special educational needs
- inclusion as a policy and practice
- the United Nations Millennium Development Goals
- UNESCO Education for All initiative

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

24 h lectures/seminars, 56 h independent study

Target group:

- Intercultural Teacher Education students
- 1st year on the Master's Degree in Education and Globalisation pursuing minor studies "Education in Transition"
- Other students pursuing minor studies "Education in Transition"

Prerequisites and co-requisites:

No

Recommended optional programme components:

Course is part of the Special level Studies (ITE programme) and part of the Education in Transition (EDGLO students)

Other courses in Education in Transition:

- 407509P Defining Education, Educational Sciences and their tasks, 5 credits
- 407512P Comparative Educational Research, 5 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:

Peterson, M. & Hattie, M. (2003). *Inclusive teaching: Creating effective schools for all learners*. Boston: Allyn & Bacon.

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

Assessment methods and criteria:

Active participation in lectures/seminars and an exam

Grading:

Pass/fail

Person responsible:

Marko Kielinen, Marjatta Takala (special education), Vanessa de Oliveira (EFA and MDG)

Working life cooperation:

No

Other information:

No

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:

2nd year, autumn semester

Learning outcomes:

After completion of the course, students are able to

- 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

Contents:

- 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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

30 h lectures/seminars, 105 h independent study

Target group:

- 2nd year students on the Master's Degree Programme in Education and Globalisation pursuing minor studies "Education in Transition"
- Other 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
- 407512P Comparative Educational Research, 5 credits
- 407509A Education for All, 3 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:

Belfield, C. (2000). *Economic principles for education, theory and evidence*. Cheltenham: Edward Elgar.
Other study material will be confirmed at the beginning of the course.

Assessment methods and criteria:

Active participation in lectures/seminars, assignments for seminars, a book exam

Grading:

Pass/fail

Person responsible:

Gordon Roberts

Working life cooperation:

No

Other information:

No

407511P: Seminar: Education in Transition, 5 - 15 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 - 15 credits

Language of instruction:

English

Timing:

2nd year, autumn semester
(or summer semester)

Learning outcomes:

The seminar discusses educational transformations globally and in different countries. During the seminar students analyse the changes in early childhood education, basic education, higher education, formal and informal education, professional education and adult education. They discuss the relationship between education and societal change in selected areas such as policies in sustainable development and Millennium Development goals (literacy, citizenship, diversity, gender, environment). Students study individually more thoroughly at chosen area of education and present it in the seminar and write an essay about it.

After the course students can analyse and evaluate the causes, processes and outcomes of educational transformation in various fields and sectors of education. They are able to compare the relation between educational change and changes in policies on global, regional and national level.

Contents:

- Different causes of transition: literacy, citizenship, diversity, gender, environment
- Educational transformations in all the sectors of education

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

30 h seminars, 100–360 h independent study

Target group:

- 2nd year students on the Master's Degree Programme in Education and Globalisation pursuing minor studies "Education in Transition"
- Other 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
- 407512P Comparative Educational Research, 5 credits
- 407509A Education for All, 3 credits
- 407510P Economics of Education, 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:

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

Bentley, T. (1998). *Learning beyond the classroom: Education for a changing world*. London: Routledge.

Enders, J. (2001). *Academic staff in Europe: Changing contexts and conditions*. Wesport (Conn.): Greenwood Press.

Heimbrock, H-G. (et al) (2001). *Towards religious competence: Diversity as a challenge for education in Europe*. Munster: Lit Verlag.

Tilbury, D. (et al.) (2002). *Education and sustainability: Responding to the global challenge*. Gland, Switzerland: IUCN - The World Conservation Union.

Assessment methods and criteria:

Active participation in seminars and weekly assignments (5 credits) + a book exam (5 credits) + an extended essay (5 credits).

Grading:

0 - 5

Person responsible:

Boby Mafi

Working life cooperation:

No

Other information:

Course "Seminar: Education in Transition" will be organised as an online course in June-August 2013.

Registration in Weboodi will open in May. -- The course is part of the Summer School in the Master's Degree Programme in Education and Globalisation. Priority is given to the 2nd year students in the Master's Degree Programme in Education and Globalisation and Master's level students in the Intercultural Teacher Education.

For more information, please contact edglo.coordinator@oulu.fi.

Electives

407518A: Global citizenship education, 5 op

Voimassaolo: 01.01.2011 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

Summer

Learning outcomes:

After completion of the course, students are able to

- 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

Contents:

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.

- 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

Mode of delivery:

Distance teaching

Learning activities and teaching methods:

8h online lectures, 8h online activities, 92h reading, 15h journal writing, 15h academic essay preparation (1500 words)

Target group:

- 1st year students on the Master's Degree Programme in Education and Globalisation pursuing minor studies "Education in Transition"
- Other 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
- 407512P Comparative Educational Research, 5 credits
- 407509A Education for All, 3 credits
- 407510P Economics of Education, 5 credits
- 407511P Seminar: Education in Transition, 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:

Study material will be available online.

Howard, G. (2006). *We can't teach what we don't know: White teachers, multicultural schools*, pp. 101-116. New York: Teachers' College Press.

Kendall, F. (2006). Understanding white privilege: Creating pathways to authentic relationships across race, pp. 1-18. New York: Routledge.

Krogman, N and Foote, L. (2011) Global citizenship and the environment: Embracing life in all its forms. In L. Shultz and A. Abdi (Eds.), *Global citizenship education in post-secondary institutions: Theories, practices, policies*, pp. 108-119. New York: Peter Lang.

McQuaid, N. (2009). Learning to 'un-divide' the world: The legacy of colonialism and education in the 21st century. *Critical Literacy: Theories and Practices 3:1*, pp. 12-25.

Pike, G. (2008). Reconstructing the legend: educating for global citizenship. In A. Abdi and L. Schultz (Eds.), *Educating for human rights and global citizenship*, pp. 223-237. New York: New York University Press.

Rizvi, F. (2008). Education and its cosmopolitan possibilities. In Lingard, B., Nixon, J. and Ranson, S. (Eds.), *Transforming learning in schools and communities*, pp. 101-116. Norfolk: Biddles, Continuum International Publishing Group.

Shultz, L, Abdi, A. and Richardson, G. (2011). Global citizenship education and the role of the Academy: A critical introduction. In L. Shultz and A. Abdi (Eds.), *Global citizenship education in post-secondary institutions: Theories, practices, policies*, pp. 1-10. New York: Peter Lang.

Stevenson, N. (2003). *Cultural citizenship: Cosmopolitan questions*, pp. 4-34. Basingstoke: Open University Press.

Todd, S. (2009/2010). Living in a dissonant world: Toward an agonistic cosmopolitics for education, *Studies in Philosophy and Education*, 29(2), pp. 213-227.

Zemach-Bersin, T. (2007). Global citizenship & study abroad: It's all about U.S. *Critical Literacy: Theories and Practices 1:2*, pp. 16-28.

Assessment methods and criteria:

Online tasks (3 journal entries + academic essay)

Grading:

Pass/fail

Person responsible:

Boby Mafi and Kiyoko Uematsu

Working life cooperation:

No

Other information:

An optional course in the minor subject 'Education in Transition'.

Course "Global Citizenship Education" will be organised as an online course in June-July 2013.

Registration in Weboodi will open in May. -- The course is part of the Summer School in the Master's Degree Programme in Education and Globalisation. Priority is given to students in the Master's Degree Programme in Education and Globalisation and Master's level students in the Intercultural Teacher Education.

For more information, please contact edglo.coordinator@oulu.fi.

408502S: Development and Education, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen oppimateriaali:

Allen, Tim & Thomas, Alan (eds.), , 2000

Puuronen, Vesa et al. (eds.), , 2004

Opintokohteen kielet: English

ECTS Credits:

4 credits

Language of instruction:

English

Timing:

- ITE students: 4th year, spring
- EdGlo students: 1st or 2nd year, spring

Learning outcomes:

After completion of the course, students are able to:

- 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'.

Contents:

- 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'

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

Lectures and seminars 20 h, online tasks 28 h, reading and assignment preparation 58 h

Target group:

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

407512P Comparative Educational Research, 5 credits

407509A Education for All, 3 credits

407510P Economics of Education, 5 credits

407511P Seminar: Education in Transition, 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:

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.

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

Assessment methods and criteria:

Online tasks (3 reflection journals, 1 presentation)

Grading:

0 – 5

Person responsible:

Vanessa de Oliveira

Working life cooperation:

No

Other information:

An optional course in the minor subject Education in Transition

407523P: Plurilingualism and Education in the 21st Century, 5 op

Voimassaolo: 01.01.2012 -

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:

Summer

Learning outcomes:

After completion of the course, students are able to:

- Discuss the relationship between language diversity, mobility and social change
- Analyse socio-historical context through which English has become a global language
- Discuss the way different language ideologies and discourses configure plurilingualism and linguistic diversity in different parts of the world
- Critique their own experience of plurilingual education.

Contents:

- Language and colonialism
- Linguistics and Eurocentrism
- Postcolonial responses
- Minority languages and linguistic diversity – case study France
- Language, migration and mobility – competing discourses of assimilation and mobility
- Global English (English as a lingua franca) and world Englishes
- Language as a local practice
- Linguistic pluralism and intercultural citizenship in Europe
- Hidden agendas in Bilingual Education programmes
- Case study Luxembourg
- The challenges of teaching a multilingual curriculum in a plurilingual classroom

Mode of delivery:

Distance teaching

Learning activities and teaching methods:

4h online lectures, 8h online activities, 94h reading, 14h journal writing, 15h journal writing, 15h academic essay preparation (1500 words)

Target group:

- 1st year students on the Master's Degree Programme in Education and Globalisation pursuing minor studies "Education in Transition"
- Other 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
- 407512P Comparative Educational Research, 5 credits
- 407509A 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
- 407524P Critical Literacy in Education, 5 credits

Recommended or required reading:

Study material will be available online.

Bhatt, R. (2001). World Englishes. *Annual Review of Anthropology*, 30, pp. 527–550.

Canagarajah, A. S. (2005). Introduction. In Canagarajah, A. S. (Ed), *Reclaiming the local in language policy and practice* (pp. xiii–xxx). New York: Routledge.

Canagarajah, A. S. (2007). Lingua franca English, multilingual communities, and language acquisition. *The Modern Language Journal*, 91, pp. 923–939.

Crystal, D. (2003). *Why a global language? In English as a Global Language*, pp. 1-27. Cambridge: Cambridge University Press.

Haugen, E. (1964/2006). Dialect, language, nation. In Bratt Paulsen, C. & Tucker, G. R. (Eds), *Sociolinguistics, the essential readings*, pp. 411–422. Blackwell: Malden.

- Krumm, H-J. (2004). Heterogeneity: Multilingualism and democracy. *Utbildning & Demokrati*, 13(3), pp. 61–77.
- Le Nevez, A. (2008). Rethinking diversity and difference in French language practices. *Language Policy* 7 (4), pp. 309–322.
- Makoni, S. and Mashiri, P. (2007). Critical historiography: Does language planning in Africa need a construct of language as part of its theoretical apparatus? In Makoni S. & Pennycook, A (Eds.), *Disinventing and reconstituting languages* (pp. 62-89). Clevedon: Multilingual Matters.
- Makoni, S. & Pennycook, A. (2007). *Disinventing and reconstituting languages*, pp. 1–42. Clevedon: Multilingual Matters.
- Marmann-Jozwiak, E. (2005). Local knowledge and global citizenship: Languages and literatures of the United States – Mexico borderlands. In Canagarajah, A. S. (Ed), *Reclaiming the local in language policy and practice*, pp. 269–286. New York: Routledge.
- Pennycook, A. (1998). English and the cultural constructs of colonialism in Pennycook, A. (Ed.), *English and the discourses of colonialism*, pp. 1–32. London: Routledge.

Assessment methods and criteria:

Online tasks (3 learning journal entries + 1 case study).

Grading:

0-5

Person responsible:

Vanessa de Oliveira

Working life cooperation:

No

Other information:

This is an optional course in the minor subject 'Education in Transition'. The course is part of the Summer School in the Master's Degree Programme in Education and Globalisation.

407524P: Critical Literacy in Education, 5 op

Voimassaolo: 01.01.2012 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

Summer

Learning outcomes:

After completion of the course, students are able to:

- Define critical literacy and apply it in an educational context
- Illustrate the application of critical literacy in schools
- Discuss the use of critical literacy and critical thinking in academic work

Contents:

- Literacy and multiliteracies
- Language, knowledge and power relations
- Different understandings of critical thinking
- Critical pedagogies: Marxism, postcolonialism, poststructuralism
- Critical literacies in different subjects and in early childhood, primary, secondary and higher education
- Critical literacies and global education
- Analyses of educational policies in Finland and internationally

Mode of delivery:

Distance teaching

Learning activities and teaching methods:

4h video lectures/classroom observations, 8h online activities, 94h reading, 15h journal writing, 15h academic essay preparation (1500 words)

Target group:

- 1st year students on the Master's Degree Programme in Education and Globalisation pursuing minor studies "Education in Transition"
- Other 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
- 407512P Comparative Educational Research, 5 credits
- 407509A 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

Recommended or required reading:

Study material will be available online.

Cazden, C., Cope, B., Fairclough N. & Gee, J. (2006). Pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), pp. 60–92.

Grogory, A. & Cahill, M.A. (2009). Constructing critical literacy: self-reflexive ways for curriculum and pedagogy. *Critical Literacy: Theories and Practices*, 3(2), pp. 6–16.

Freire, P. (2002). *Pedagogy of freedom: Ethics, democracy, and civic courage* (P. Clarke, Trans.). Lanham, MD: Rowman & Littlefield.

MacQuaid, N. (2009). Learning to 'un-divide' the world: The legacy of colonialism and education in the 21st century. *Critical Literacy: Theories and Practices*, 3(1), pp. 12–25.

Wallowitz, L. (2008). *Critical literacy as resistance*. Peter Lang: New York.

Wood, B. (2007). Conflict, controversy, and complexity: Avoiding the 'slippery stuff' in social studies. *Critical Literacy: Theories and Practices*, 1(2), pp. 40–49.

Other readings will be specified at the beginning of the course.

Assessment methods and criteria:

Online tasks (4 journal entries + academic essay)

Grading:

0-5

Person responsible:

Vanessa de Oliveira

Working life cooperation:

No

Other information:

This is an optional course in the minor subject 'Education in Transition'. The course is part of the Summer School in the Master's Degree Programme in Education and Globalisation.

408517S: Research methodology, 10 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen oppimateriaali:

Silverman, David , , 2005

Silverman, David , , 2000

Kerlinger, Fred N. , , 2000

Schostak, John , , 2006

Coffey, Amanda , , 1996

Creswell, John W. , , 1998

Opintokohteen kielet: English**ECTS Credits:**

10 credits

Language of instruction:

English

Timing:

EdGlo: 1st year, autumn and spring

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

LET: 1st year, autumn and spring

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
- LET students

Prerequisites and co-requisites:

No

Recommended optional programme components:

1st and 2nd year EdGlo courses: 408512S, 408513S, 408514S, 408515S, 408516S, and 408510S

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 course.

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:

Quantitative Methodology: Jouni Peltonen (Master's Degree Programme in Education and Globalisation, Double Degree Programme, and Master's Degree Programme in Learning, Education and Technology)

Qualitative Methodology: Maija Lanås (Master's Degree Programme in Education and Globalisation, Double Degree Programme), Pirkko Hyvönen (Master's Degree Programme in Learning, Education and Technology)

Working life cooperation:

No

Other information:

No

405033Y: Survival Finnish, 2 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

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

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.

Mode of delivery:

Face-to-face teaching

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.

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

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

Working life cooperation:

None

Other information:

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