

Opasraportti

KTK - Double Degree Curriculum 2008-2011 (2008 - 2011)

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: Rauni Räsänen & Tekeste Negash

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 cr.
Religion and Politics in African Societies, 9cr.
Education and Change in Africa, 8 cr.
Developing the Research Proposal, 1cr.
Elaborated Research Plan, 1 cr.
Research Paper 15, cr.

Two elective courses 14 ECTS (7 cr. each)

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

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

Minor Studies

African Studies 35 ECTS credits
 The Dynamics of African Societies, 12cr.
 Religion and Politics in African Societies, 9cr.
 Two elective courses 14 cr. (7 cr. each)

Advanced Studies in Educational Sciences, 80 ECTS credits

Master's Thesis 40 ECTS
 Developing the Research Proposal, 1 cr.
 Elaborated Research Plan, 1 cr.
 Methodology, 10 cr.
 Master's Thesis, 40 cr. (= Research Paper 15 cr. in Falun + Thesis work 25 cr. in Oulu)

Education and Change in Africa, 8 cr.
 Issues in Globalisation, 5 cr.
 Ethics and Education, 5 cr.
 Educational Policy, Planning and Leadership, 5cr.
 Elective course, 5 cr.

Language, Communication and Orientation Studies, 5 ECTS credits

Orientation to the Finnish Culture and Educational Systems, 3cr.
 Language Studies, 2cr.

Preliminary Schedule of a Two Year Double Degree

Dalarna University, Falun, Sweden

1st year: Autumn semester (30 credits)

The Dynamics of African Societies, 12 cr.
 Education and Change in Africa, 8 cr.
 Religion and Politics in African Societies, 9 cr.
 Developing the Research Proposal, 1 cr.

1st year: Spring semester (30 credits)

Two Elective courses, 14 cr. (7 cr. each)

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

Elaborated Research Plan, 1 cr.
 Research paper, 15 cr.

University of Oulu, Finland

2nd year: Autumn semester (30 credits)

Language Studies, 2cr.
 Introduction to the Finnish Culture and Educational Systems, 3 cr.
 Issues in Globalisation, 5 cr.
 Ethics and Education, 5 cr.
 Elective course 5 ECTS3 (Nordic Education in the European and Global Context)
 Methodology 6 ECTS
 Master's Thesis, 40 cr. (5 cr. out of 40 cr. during autumn)

2nd year: Spring semester (30 credits)

Educational Policy, Planning and Leadership, 5 cr.
 Methodology, 5 cr.

Master's Thesis, 40 cr. (20 cr. out of 40 cr. during spring)
 Elective Course, 5 cr. (if not completed during autumn)

- New Learning Environments and Technology
- Comparative Educational Research

Language, Communication and Orientation Studies, 5 credits (Oulu)

ECTS: 5

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

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

Courses held in Falun

MINOR STUDIES - AFRICAN STUDIES, 35 CREDITS (Falun)

Religion and Politics in African Societies, 9 credits

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 and Tekeste Negash

Language of instruction: English

The Dynamics of African Societies, 12 credits

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: Tekeste Negash

Language of instruction: English

MINOR STUDIES: OPTIONAL COURSES, 14 CREDITS (Falun)

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

Health and Nutrition: Gender and Economic Perspectives, 7 credits

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 credits

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: Tekeste Negash

Language of instruction: English

West Africa since the 19th Century, 7 credits

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 credits

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 credits

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 credits

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 credits

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
 900017Y: Suomen kielen johdantokurssi, 2 op

Opintojaksojen kuvaukset

Tutkintorakenteisiin kuulumattomien opintokokonaisuuksien ja -jaksojen kuvaukset

407512P: Comparative Educational Research, 5 op

Voimassaolo: 01.01.2007 -

Opiskelumuoto: Perusopinnot

Laji: Opintojakso

Vastuuyksikkö: Kasvatustieteiden tiedekunta

Arvostelu: 1 - 5, hyv, hyl

Opintokohteen kielet: englanti

Laajuus:

5 op

Opetuskieli:

English

Ajoitus:

2nd year, spring (in Oulu)

Osaamistavoitteet:

After completing this course students have an overview of the area of comparative education, and the research approaches and methods within it. Students can describe themes which currently dominate debates in comparative education and discuss the pedagogical traditions, educational policies and practices in different countries, paying special attention to the dialogue between the North and South and East and West. Students can identify the central characteristics of comparative educational research and define the main approaches and methods of comparative education. Also, students can compare the different dimensions and interpretations of the concepts of life-long and life-wide learning and education in different contexts.

Sisältö:

Contents:

- area and tradition of comparative education
- comparative research approaches and methods
- comparison of national educational policies and EU-policies
- dialogue between North and South and East and West in education
- culture-specific education and global trends
- life-long and life-wide education

Toteutustavat:

40 h lectures, 10 h seminars, 85 h independent study

Oppimateriaali:

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

Arnove, R. F., & Torres, C. A. (eds.) (2003) Comparative education: The dialectic of the global and the local (2nd ed.). Lanham: Rowman & Littlefield.

Kotthoff, H-G. & Moutsios, S. (2007) Education policies in Europe: Economy, citizenship, diversity. Münster: Waxmann.

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

Suoritustavat ja arviointikriteerit:

Active participation in lectures/seminars, an essay.

Arviointiasteikko:

0 - 5

Vastuuhenkilö:

Vanessa Andreotti

408523S: Developing the Research Proposal, 1 op

Voimassaolo: 01.08.2007 -

Opiskelumuoto: Syventävät opinnot

Laji: Opintojakso

Vastuuyksikkö: Kasvatustieteiden tiedekunta

Arvostelu: 1 - 5, hyv, hyl

Opintokohteen kielet: englanti

Laajuus:

1 op

Opetuskieli:

English

Ajoitus:

1st year, autumn (in Falun)

Osaamistavoitteet:

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

Toteutustavat:

seminars, independent study

Oppimateriaali:

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

Suoritustavat ja arviointikriteerit:

Active participation in seminars and a research proposal.

Arviointiasteikko:

pass/fail

Vastuuhenkilö:

research tutor at the Dalarna University

408522S: Education and Change in Africa, 8 op

Voimassaolo: 01.08.2007 -

Opiskelumuoto: Syventävät opinnot

Laji: Opintojakso

Vastuuyksikkö: Kasvatustieteiden tiedekunta

Arvostelu: 1 - 5, hyv, hyl

Opintokohteen kielet: englanti

Laajuus:

8 op

Opetuskieli:

English

Ajoitus:

1st year, autumn (in Falun)

Osaamistavoitteet:

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.

Sisältö:

Contents:

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

Toteutustavat:

Lectures/seminars and independent study.

Oppimateriaali:

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

Suoritustavat ja arviointikriteerit:

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

Arviointiasteikko:

pass/fail

Vastuuhenkilö:

Åsa Wedin

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

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Syventävät opinnot

Laji: Opintojakso

Vastuuyksikkö: Kasvatustieteiden tiedekunta

Arvostelu: 1 - 5, hyv, hyl

Opintokohteen kielet: englanti

Laajuus:

5 op

Opetuskieli:

English

Ajoitus:

2nd year, autumn

DD: 2nd year, autumn (in Oulu)

Osaamistavoitteet:

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

Sisältö:

Contents:

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

Toteutustavat:

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

Oppimateriaali:

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

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

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

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

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

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

Suoritustavat ja arviointikriteerit:

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

Arviointiasteikko:

0 - 5

Vastuuhenkilö:

Maria Järvelä

408524S: Elaborated Research Plan, 1 op

Voimassaolo: 01.08.2007 -

Opiskelumuoto: Syventävät opinnot

Laji: Opintojakso

Vastuuyksikkö: Kasvatustieteiden tiedekunta

Arvostelu: 1 - 5, hyv, hyl

Opintokohteen kielet: englanti

Laajuus:

1 op

Opetuskieli:

English

Ajoitus:

1st year, spring (in Falun)

Osaamistavoitteet:

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

Toteutustavat:

seminars, independent study

Oppimateriaali:

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

Suoritustavat ja arviointikriteerit:

Active participation in seminars and an elaborated research plan.

Arviointiasteikko:

pass/fail

Vastuuhenkilö:

research tutor at the Dalarna University

408513S: Ethics and education, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Syventävät opinnot

Laji: Opintojakso

Vastuuyksikkö: Kasvatustieteiden tiedekunta

Arvostelu: 1 - 5, hyv, hyl

Opintokohteen kielet: englanti

Laajuus:

5 op

Opetuskieli:

English

Ajoitus:

1st year, autumn

DD: 2nd year, autumn (in Oulu)

Osaamistavoitteet:

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

Sisältö:

Contents:

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

Toteutustavat:

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

Oppimateriaali:

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

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

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

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

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

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

Suoritustavat ja arviointikriteerit:

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

Arviointiasteikko:

0 - 5

Vastuuhenkilö:

Rauni Räsänen

408512S: Issues in globalisation, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Syventävät opinnot

Laji: Opintojakso

Vastuuyksikkö: Kasvatustieteiden tiedekunta

Arvostelu: 1 - 5, hyv, hyl

Opintokohteen kielet: englanti

Laajuus:

5 op

Opetuskieli:

English

Ajoitus:

1st year, autumn and spring

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

Osaamistavoitteet:

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

Sisältö:

Contents:

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

Toteutustavat:

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

Oppimateriaali:

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

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

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

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

Suoritustavat ja arviointikriteerit:

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

Arviointiasteikko:

0 - 5

Vastuuhenkilö:

Gordon Roberts

408510S: Master's Thesis, 40 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Syventävät opinnot

Laji: Opintojakso

Vastuuyksikkö: Kasvatustieteiden tiedekunta

Arvostelu: Lopputyö

Opintokohteen kielet: suomi

Laajuus:

40 op

Opetuskieli:

English

Ajoitus:

4th, 5th and 6th year

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

DD: 2nd year autumn and spring

Osaamistavoitteet:

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

Sisältö:

Contents:

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

EDGLO & DD:

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

Toteutustavat:

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

Oppimateriaali:

Study material depends on student's thesis topic.

Suoritustavat ja arviointikriteerit:

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

Arviointiasteikko:

approbatur - laudatur

Vastuuhenkilö:

Maria Järvelä and Tekeste Negash

408515S: New learning environments and technology, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Syventävät opinnot

Laji: Opintojakso

Vastuuyksikkö: Kasvatustieteiden tiedekunta

Arvostelu: 1 - 5, hyv, hyl

Opintokohteen kielet: englanti

Laajuus:

5 op

Opetuskieli:

English

Ajoitus:

1st year, spring

DD: 2nd year, spring (in Oulu)

Osaamistavoitteet:

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

Sisältö:

Contents:

- learning theories and pedagogical models in ICT-based learning environments
- social and collaborative processes in ICT-based learning and working (i.e. distributed work)
- ICT and globalisation

Toteutustavat:

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

Oppimateriaali:

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

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

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

Strijbos, J-W., Kirchner, P.A. & Martens R.L. (Eds.) (2004) What We Know about CSCL and implementing it in Higher Education. Kluwer Academic Publishers.

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

Suoritustavat ja arviointikriteerit:

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

Arviointiasteikko:

0 - 5

Vastuuhenkilö:

Tiina Hämäläinen

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

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Syventävät opinnot

Laji: Opintojakso

Vastuuyksikkö: Kasvatustieteiden tiedekunta

Arvostelu: 1 - 5, hyv, hyl

Opintokohteen kielet: englanti

Laajuus:

5 op

Opetuskieli:

English

Ajoitus:

1st year, autumn and spring

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

Osaamistavoitteet:

After completing this module students have an overview of education in the Nordic countries. Students examine more closely the circumpolar areas which are in many ways special due to geographical and demographic circumstances. Students can analyse and compare education in different settings and identify factors affecting

education in European and global context. They are also able to develop educational structures based on best practices and lessons learnt. During this module students make visits to different educational institutions in order to observe examples of good practice and to combine theory and practice.

Sisältö:

Contents:

- educational systems in the Nordic countries
- current educational issues in relation to Europe and the global context
- challenges to education (historical, geographical, globalisation)
- visits to educational institutions

Toteutustavat:

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

Oppimateriaali:

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

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

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

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

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

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

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

Suoritustavat ja arviointikriteerit:

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

Arviointiasteikko:

0 - 5

Vastuuhenkilö:

Maria-Liisa Järvelä

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

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Yleisopinnot

Laji: Opintojakso

Vastuuyksikkö: Kasvatustieteiden tiedekunta

Arvostelu: 1 - 5, hyv, hyl

Opintokohteen kielet: englanti

Laajuus:

3 op

Opetuskieli:

English

Ajoitus:

1st year, autumn

Osaamistavoitteet:

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

Sisältö:

- introduction to Finnish culture, history and nature
- Finnish educational system: historical perspective, present structure, different educational institutions

- educational systems in students' home countries intercultural learning and communication
- academic communication and writing

Toteutustavat:

40 h seminars, 40 h independent study

Oppimateriaali:

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

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

Suoritustavat ja arviointikriteerit:

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

Arviointiasteikko:

pass/fail

Vastuuhenkilö:

Gordon Roberts

408517S: Research methodology, 10 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Syventävät opinnot

Laji: Opintojakso

Vastuuyksikkö: Kasvatustieteiden tiedekunta

Arvostelu: 1 - 5, hyv, hyl

Opintokohteen kielet: englanti

Laajuus:

10 op

Opetuskieli:

English

Ajoitus:

1st year, autumn and spring

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

Osaamistavoitteet:

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

Sisältö:

- various research methodologies
- construction of a methodological framework in research
- data collection
- analysis of data and its interpretation
- validity and reliability in research
- reporting research
- ethical questions in research

Toteutustavat:

80 h lectures and seminars, 190 h independent study

Oppimateriaali:

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

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

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

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

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

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

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

Suoritustavat ja arviointikriteerit:

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

Arviointiasteikko:

0 - 5

Vastuuhenkilö:

Jouni Peltonen and Pauliina Rautio

900017Y: Suomen kielen johdantokurssi, 2 op

Voimassaolo: 01.08.1995 -

Opiskelumuoto: Kieli- ja viestintäopinnot

Laji: Opintojakso

Vastuuyksikkö: Kielikeskus

Arvostelu: 1 - 5, hyv, hyl

Opintokohteen kielet: suomi

Leikkaavuudet:

ay900017Y Suomi vieraana kielenä 2.0 op

Ei opintojaksokuvauksia.