

# Opasraportti

## KTK - Double Degree Curriculum 2006-2008 (2006 - 2008)

### Double Degree Curriculum

Master Course in African Studies  
 Dalarna University, Sweden  
 Master's Degree Programme in Education and Globalisation  
 University of Oulu, Finland  
**ECTS:** 120.0 pts.

The Dalarna University Center for African Studies (DUCAS) in Sweden and the Faculty of Education in the University of Oulu organize a full two-year double degree programme. 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:

- 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):

##### *Obligatory courses 46 ECTS*

The Dynamics of African Societies 12 ECTS  
 Religion and Politics in African Societies 9 ECTS  
 Education and Change in Africa 8 ECTS  
 Developing the Research Proposal 1 ECTS  
 Elaborated Research Plan 1 ECTS  
 Research Paper 15 ECTS

##### *Two elective courses 14 ECTS (7 ECTS 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  
 Democracy and Human Rights in Sub-Saharan Africa  
 Islam and Islamic Societies in Africa

#### Structure of MA (Education) Degree (University of Oulu):

*Minor Studies*

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

*Advanced Studies in Educational Sciences*

Master's Thesis 40 ECTS  
 Methodology 10 ECTS  
 Developing the Research Proposal 1 ECTS  
 Elaborated Research Plan 1 ECTS  
 Issues in Globalisation 5 ECTS  
 Ethics and Education 5 ECTS  
 Educational Policy, Planning and Leadership 5 ECTS  
 Education and Change in Africa 8 ECTS  
 Elective course 5 ECTS

*Language, Communication and Orientation Studies*

Orientation to the Finnish Culture and Educational Systems 3 ECTS  
 Language Studies 2 ECTS

## Preliminary Schedule of a Two Year Double Degree

### Dalarna University, Falun, Sweden

*Autumn semester (1st year)*

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

*Spring semester (1st year)*

Two Elective courses 14 ECTS (7 ECTS 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
- Democracy and Human Rights in Sub-Saharan Africa
- Islam and Islamic Societies in Africa
- Elaborated Research Plan 1 ECTS
- Research paper 15 ECTS

### University of Oulu, Finland

*Autumn semester (2nd year)*

Language Studies 2 ECTS  
 Introduction to the Finnish Culture and Educational Systems 3 ECTS  
 Issues in Globalisation 5 ECTS  
 Ethics and Education 5 ECTS  
 Methodology 6 ECTS  
 Elective course 5 ECTS  
 • Nordic Education in the European and Global Context  
 Master's Thesis 40 ECTS

*Spring semester (2nd year)*

Language Studies 2 ECTS  
 Elective Course 5 ECTS

- New Learning Environments and Technology
- Comparative Education

Educational Policy, Planning and Leadership 5 ECTS  
 Methodology 4 ECTS  
 Master's Thesis 40 ECTS

## Language, Communication and Orientation Studies

**ECTS:** 5.0 pts.

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. Language Studies Students complete 2 ECTS of language studies as follows. Finnish citizens must complete the Swedish language course (901002Y). If they have already completed an equivalent course as a part of their Bachelor's degree, they must choose 2 ECTS of language studies from the courses offered by the Language Center at the University of Oulu. Foreign students complete the Survival Finnish Course (900017Y) or choose 2 ECTS of language studies from the courses offered by the Language Center at the University of Oulu.

**Course convenor:** Maija Lanas

## Courses held in Falun

### Minor Studies – African Studies

**ECTS:** 35.0 pts. (20 cr.)

#### Religion and Politics in African Societies

**ECTS:** 9.0 pts. (5 cr.)

This course introduces the course participant 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.

**Course convenors:** Lars Berge and Tekeste Negash

#### The Dynamics of African Societies

**ECTS:** 12.0 pts. (7 cr.)

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.

**Course convenor:** Tekeste Negash

## Optional courses

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

#### Health and Nutrition: Gender and Economic Perspectives

**ECTS:** 7.0 pts. (4 cr.)

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.

**Course convenors:** Gunnel Balaile, Judith Narrow and Bengt Höjer

### **Urban Spaces and Urban Policies: An Introduction**

**ECTS:** 7.0 pts. (4 cr.)

This course introduces the student to the history of urbanisation and urban culture in Africa south of the Sahara. Central issues deal with the interaction between the market and social places within urban settings; the daily struggles and strategies of individuals and social and ethnic groups; the links between the urban and rural landscapes and the overall urban policies pursued by governments.

**Course convenor:** Tekeste Negash

### **West Africa since the 19th Century**

**ECTS:** 7.0 pts. (4 cr.)

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 pauperization of the continent.

**Course convenors:** Tekeste Negash and Irma Taddia

### **Language and Nationhood in African Multilingual Countries**

**ECTS:** 7.0 pts. (4 cr.)

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.

**Course convenor:** Åsa Wedin

### **Economic Development in Africa: An Introduction**

**ECTS:** 7.0 pts. (4 cr.)

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.

**Course convenor:** Christina Romlid

### **Democracy and Human Rights in Sub-Saharan Africa**

**ECTS:** 7.0 pts. (4 cr.)

This course is in the process of being developed and would be ready before the end of December 2006.

**Course convenor:** Johanna Gustafsson

### **Islam and Islamic Societies in Africa**

**ECTS:** 7.0 pts. (4 cr.)

The course aim 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.

**Course convenor:** Lars Berge and Massimo Papa

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

408506S-01: , 0 op

408506S-02: , 0 op

A250510: Advanced Studies in Educational Sciences, 70 - 80 op

408506S: Comparative education, 6 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  
 408510S-01: Maturity Test, 0 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-02: Qualitative Research, 5 op  
 408517S-01: Quantitative Research, 5 op  
 408517S: Research methodology, 10 op  
 408506S-03: Seminar and article, 0 op  
 900017Y: Survival Finnish Course, 2 op  
 408510S-02: Thesis, 40 op

## Opintojaksosten kuvaukset

### Tutkintorakenteisiin kuulumattomien opintokokonaisuuksien ja -jaksojen kuvaukset

#### **408506S-01: , 0 op**

**Voimassaolo:** - 31.07.2008

**Opiskelumuoto:** Advanced Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

#### **408506S-02: , 0 op**

**Voimassaolo:** - 31.07.2008

**Opiskelumuoto:** Advanced Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

#### **A250510: Advanced Studies in Educational Sciences, 70 - 80 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

80 credits

**Language of instruction:**

English

**Timing:**

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**Learning outcomes:**

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**Contents:**

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**Learning activities and teaching methods:**

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**Target group:**

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**Recommended optional programme components:**

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**Recommended or required reading:**

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**Assessment methods and criteria:**

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**Grading:**

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**Person responsible:**

Tuula Karhu

**408506S: Comparative education, 6 op**

Voimassaolo: - 31.07.2008

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

**Opintokohteen oppimateriaali:**

Arnove, Robert F. &amp; Torres, Carlos Alberto , , 2003

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

Arnove, Robert F. &amp; Torres, Carlos Alberto (eds.), , 1999

Opintokohteen kielet: Finnish

**ECTS Credits:**

6 credits

**Language of instruction:**

English

**Timing:**

.

**Learning outcomes:**

Objective

- the students master the central characteristics of comparative education
- the students become familiar with the main approaches and methods of comparative education
- the students know how approaches to inclusive education are attempts to deal with both old and new forms of social and educational exclusion in different societies and in the global scene
- the students learn about the different dimensions and interpretations of the concepts of life-long and life-wide learning and education in different contexts

**Contents:**

The aim is to introduce the area of comparative education, and the research approaches and methods within it. The module introduces some special themes which currently dominate the debates in comparative education and discusses the pedagogical traditions, educational policies and practices in different, paying special attention to the dialogue between the North and South and East and West. The themes chosen for closer examination are indigenous education, inclusive education, life-long and lifewide learning.

Content:

- area and tradition of comparative education
- comparative research approaches and methods
- dialogue between North and South and East and West in education
- culture-specific education and global trends
- inclusion and education
- life-long and life-wide education.

**Learning activities and teaching methods:**

**Target group:**

**Recommended optional programme components:**

**Recommended or required reading:**

Literature 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.

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

**Assessment methods and criteria:**

**Grading:**

0 - 5

**Person responsible:**

Maria Järvelä and Rauni Räsänen

## 408523S: Developing the Research Proposal, 1 op

**Voimassaolo:** 01.08.2007 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**ECTS Credits:**

1 credits

**Language of instruction:**

English

**Timing:**

**Learning outcomes:**

**Contents:**

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

**Learning activities and teaching methods:**

**Target group:**

**Recommended optional programme components:**

**Recommended or required reading:**

**Assessment methods and criteria:**

**Grading:**

**Person responsible:**

## 408522S: Education and Change in Africa, 8 op

**Voimassaolo:** 01.08.2007 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**ECTS Credits:**

8 credits

**Language of instruction:**

English

**Timing:**

.

**Learning outcomes:**

.

**Contents:**

This course covers the politics of education as well as the vast literature on the role of education in the development of African societies. Focus in the course is on the relation between education and political and societal change. Indigenous systems of knowledge and learning will be related to formal and structured education systems. Professional ethics and the role of official curricula will be problematised.

**Learning activities and teaching methods:**

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**Target group:**

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**Recommended optional programme components:**

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**Recommended or required reading:**

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**Assessment methods and criteria:**

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**Grading:**

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**Person responsible:**

Åsa Wedin

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

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen oppimateriaali:**

Carnoy, Martin (ed.), , 1995

**Opintokohteen kielet:** English

**ECTS Credits:**

5 credits

**Language of instruction:**

English

**Timing:**

.

**Learning outcomes:**

Students will be able to:

- demonstrate skills in decision making related to educational policy, planning and leadership on the local, national and international level
- contribute to the political processes of educational planning



- apply leadership to the processes of educational policy and planning in changing context

**Contents:**

The aim is to familiarise with educational decision making, planning and implementation, and the role of leadership in the process. The module analyses the functions of educational policy and the tensions between politics and educational policy. It introduces both national and international policies and discusses the processes of decision making, planning and implementation on national and institutional levels. It pays special attention to the nature of leadership in these processes and to what it means to lead change.

This module includes a workshop on creativity and innovative leadership for social responsibility.

Content:

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

**Learning activities and teaching methods:**

Working methods:

- 20 – 30 h lectures, 10 – 20 h seminars, 30 h workshop, 64 h independent study
- conference
- scientific article on a given subject area

**Target group:**

**Recommended optional programme components:**

**Recommended or required reading:**

Literature will be confirmed at the beginning of the module.

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

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

Weiss, C. H. (1996). The four I's of school reform. *Harvard Educational Review* 64(4), 571 – 592.

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

**Assessment methods and criteria:**

**Grading:**

0 - 5

**Person responsible:**

Eva Raudasoja

## 408524S: Elaborated Research Plan, 1 op

**Voimassaolo:** 01.08.2007 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**ECTS Credits:**

1 credits

**Language of instruction:**

English

**Timing:**

**Learning outcomes:**

**Contents:**

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

**Learning activities and teaching methods:**

**Target group:**

**Recommended optional programme components:**

**Recommended or required reading:**

**Assessment methods and criteria:**

**Grading:**

**Person responsible:**

## **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:**

**Learning outcomes:**

Students will be able to:

- apply concepts and different traditions of educational ethics
- analyse educational policies, practices and changes from an ethical perspective
- evaluate educational change in relation to connected values and ethical principles
- practice innovative and responsible decision making skills

**Contents:**

This module discusses the relationship between ethics and education, education as a value-laden activity and professional ethics in the field of education. Current challenges and future alternatives in education are analysed using the studied concepts and theories of education. Attention is given to the historical perspective and discussion about global ethics. The process of human rights is analysed, and the possibility of addressing both specific cultural values and universal (or agreed common) ethical principles is discussed. Individual requisites and societal conditions (and hindrances) for ethical sensitivity, development and action are also studied.

Content:

- 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

**Learning activities and teaching methods:**

Working methods

- 30 h of lectures, 20 h of seminar work and 85 h independent study
- students produce an essay on a selected topic in the field of educational ethics

**Target group:**

**Recommended optional programme components:**

**Recommended or required reading:**

Literature will be confirmed at the beginning of the module.

Purpel, D. & McLaurin, W. M. (2004). *Reflections on the Moral and Spiritual Crisis in Education*. New York: Peter Lang.

Räsänen, R. & San, J. (2005). *Conditions for Intercultural Learning and Co-operation*. Suomen kasvatustieteellinen seura 23.

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

**Assessment methods and criteria:**

**Grading:**

0 - 5

**Person responsible:**

Rauni Räsänen

## 408512S: Issues in globalisation, 5 op

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen oppimateriaali:**

Hirst, Paul , , 1999

**Opintokohteen kielet:** English

**ECTS Credits:**

5 credits

**Language of instruction:**

English

**Timing:**

**Learning outcomes:**

Students will be able to:

- analyse and produce their own theories and constructs of globalisation
- relate globalisation to education
- apply their understanding of globalisation in decision making processes and other areas of professional development
- assess the phenomenon of globalisation
- compare and evaluate the different attitudes towards globalisation

**Contents:**

This module analyses the phenomenon of globalisation as a political, economic, social, cultural, ecological and technological phenomenon. It discusses the debate about its nature, the tension and conflicting values between the human rights process and the neoliberal mainstream of globalisation. The students study the effects of mainstream globalisation on the educational practices, policies and changes within countries and between countries (e.g. consumerism, education as a commodity, knowledge production, increase in inequity, neocolonialism, test-industry). They also study the positive effects of globalisation (such as increased sensitivity about human rights, international communication and global awareness) and possibilities of directing international changes. The students are familiarised with 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. Various theories of globalisation and education, and their relation are deliberated upon.

Content:

- globalisation as a political, economic, social, cultural, ecological and technological phenomenon

- effects of globalisation on education and learning
- globalisation and the Nation State
- localisation and globalisation

**Learning activities and teaching methods:**

Workin methods

- 20 h lectures, 40 h seminars, 74 h independent study
- weekly assignments for seminars
- essay on a given subject area

**Target group:**

**Recommended optional programme components:**

**Recommended or required reading:**

Literature will be confirmed at the beginning of the module.

Hirst, P. & Thompson, G. (1999). *Globalisation in Question* (2nd ed.). Cambridge: Polity Press.

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

**Assessment methods and criteria:**

**Grading:**

0 - 5

**Person responsible:**

Gordon Roberts

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

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** A,B,N,C,M,EX,L

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

40 credits

**Language of instruction:**

English

**Timing:**

**Learning outcomes:**

Students will be able to:

- choose research focus, relevant theoretical background and research methods
- present a research plan, defend it and evaluate theses
- collaborate in a research group
- produce research reports based on academic standards

**Contents:**

The aim is to produce a high-quality research and to learn to collaborate in a research group. Participants practise the skills of working in a research group: presenting one's research plan, defending it, discussing various approaches, learning about literature in the field, evaluating theses together.

### Edglo & Double Degree Curriculum

The aim of the module is for students to learn the skills necessary for producing highquality research and to learn to collaborate in a research group. An essential part of the process is participation in the Master's thesis seminars during which students learn to draft a research plan, build up their argumentation, compose a research report, defend their thesis, discuss various approaches to research, and evaluate theses.

Content:

- the research process
- research design and theoretical background
- methodology

- research group collaboration
- current research in the department and unit.

**Learning activities and teaching methods:**

Seminar 24 h, master's thesis, maturity test

**EDGLO & Double Degree Curriculum**

The weekly Master's thesis seminars will begin in the second year of studies. During the first year a few sessions are devoted to introduce the thesis writing process.

- 60 – 80 h seminars
- Master's thesis

**Target group:**

**Recommended optional programme components:**

**Recommended or required reading:**

To be agreed

**Assessment methods and criteria:**

**Grading:**

approbatur - laudatur

**Person responsible:**

Responsible person

- Professors from Educational sciences
- Maria-Liisa Järvelä and Rauni Räsänen (EDGLO & Double Degree Curriculum)

**408510S-01: Maturity Test, 0 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

**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:**

**Learning outcomes:**

Students will be able to:

- analyse ICT –based learning environments through learning theories

- design and implement pedagogical models which support computer-supported collaborative learning

**Contents:**

The aim of the module is to study how to support learning with information and communication technology, such as virtual learning platforms and world wide web technologies.

The learning theory based ideas and model for using ICT for supporting collaborative learning and building virtual distributed communities will be introduced. Also, practical issues will be considered how to design courses where ICT is utilized for the purpose of learning.

Contents:

- pedagogical models in ICT-based learning environments
- social and collaborative processes in ICT-based learning
- design and implementation of courses where ICT is utilized

**Learning activities and teaching methods:**

Working methods

- 8 h seminar work, 126 h webbased study and independent study
- exam

**Target group:**

**Recommended optional programme components:**

**Recommended or required reading:**

Literature will be confirmed at the beginning of the module.

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

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. (2004) (Eds.) 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](#).

**Grading:**

0 - 5

**Person responsible:**

Sanna Järvelä

## 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:**

**Learning outcomes:**

Students will be able to:

- analyse and compare education in different settings
- identify factors affecting education in the European and global context
- develop educational structures based on best practices and lessons learnt

**Contents:**

The module gives students an overview of education in the Nordic countries. Emphasis is on best practices and current national issues in education. The circumpolar areas are in many ways special due to the geographical and demographic circumstances, and will be thus examined more closely. Studies include visits to different institutions to provide students with examples of good practice and to combine theory and practice.

Content:

- 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

**Learning activities and teaching methods:**

Working methods

- 30 h lectures, 30 h seminars and visits, 74 h independent study
- weekly assignments for seminars
- students produce, according to given guidelines, a study journal which will be evaluated

**Target group:**

**Recommended optional programme components:**

**Recommended or required reading:**

Literature will be confirmed at the beginning of the module.

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

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

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.

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

**Assessment methods and criteria:**

**Grading:**

0 - 5

**Person responsible:**

Maria-Liisa Järvelä

## 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:**

**Learning outcomes:**

Students will be able to:

- communicate effectively through different mediums
- produce academic writing according to standards
- create a personalised study plan (PSP) and plan their studies efficiently
- discuss features of cultures and identify intercultural competences
- describe the Finnish educational system.

**Contents:**

This module serves as the basis for other studies within the programme. During this module students produce a personalised study plan (PSP) that that will be reviewed during the course of studies. Skills in academic communication and writing will be further developed. Throughout the module students will be introduced to the Finnish culture, history and nature.

Contents:

- introduction to the educational system in Finland
- introduction to Finnish culture, history and nature
- orientation to studies at the university
- academic communication and writing.

**Learning activities and teaching methods:**

Working methods

- 20 – 24 h seminars, 50 – 60 h independent study
- students produce a personalised study plan (PSP) that is reviewed
- an essay on given subject area.

**Target group:****Recommended optional programme components:****Recommended or required reading:**

Literature will be confirmed at the beginning of the module.

Ansela, M. & Haapaniemi, T. & Pirttimäki, S. (2006). *Personal Study Plans for University Students. A guide for Study Counsellors*. Learning Centre. University of Kuopio. Electronic version: <http://www.uku.fi/opk/w5w/guide.pdf>

Elovainio, P. et al. (2002). *Facts about Finland*. 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.

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

**Assessment methods and criteria:****Grading:**

Pass/Fail

**Person responsible:**

Responsible person:

- Tuula Karhu (EDGLO)
- Maija Lanås (Double Degree Curriculum)

**408517S-02: Qualitative Research, 5 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**Leikkaavuudet:**

413031S    Advanced course in qualitative research    5.0 op

Ei opintojaksokuvauksia.



## 408517S-01: Quantitative Research, 5 op

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**Leikkaavuudet:**

413030S    Advanced course in quantitative research    5.0 op

Ei opintojaksokuvauksia.

## 408517S: 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:**

.

**Learning outcomes:**

Students will be able to:

- identify the main traditions and paradigms in research
- apply a sound methodological framework to the research process
- analyse and interpret collected data
- determine the credibility of research
- produce a research report

**Contents:**

The aim is to introduce the characteristics and main traditions of research, particularly in social sciences, and to introduce the main approaches and research methods from the perspective of various traditions. The module also provides preliminary practice in making a research plan, in collecting data and in applying various analysis methods. The focus of this module is to an extent determined by the research students engage in for their Master's thesis.

Contents:

- research methodology
- 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

**Learning activities and teaching methods:**

**Working methods**

- 70 – 90 h lectures and seminars, 180 – 200 h independent study
- essay on preliminary research plan and practice of data analysis
- exam

**Target group:****Recommended optional programme components:****Recommended or required reading:**

Literature will be confirmed at the beginning of the module.

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

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

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

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

Schostak, J. (2006). *Interviewing and Representation in Qualitative Research*. Maidenhead: Open University Press.

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

**Assessment methods and criteria:****Grading:**

0 - 5

**Person responsible:**

Leena Syrjälä

**408506S-03: Seminar and article, 0 op**

**Voimassaolo:** - 31.07.2008

**Opiskelumuoto:** Advanced Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

**900017Y: Survival Finnish Course, 2 op**

**Voimassaolo:** 01.08.1995 -

**Opiskelumuoto:** Language and Communication Studies

**Laji:** Course

**Vastuuyksikkö:** Language Centre

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay900017Y Survival Finnish Course (OPEN UNI) 2.0 op

Ei opintojaksokuvauksia.

**408510S-02: Thesis, 40 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Diploma thesis

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** A,B,N,C,M,EX,L

**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.