



Master's Degree Programme in
EDUCATION and GLOBALISATION

CURRICULUM

2015-16

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Master's Degree Programme in

Education and Globalisation

MA in Education and Globalisation (EdGlo) is a full-time two-year international Master's programme (120 ECTS credits). 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 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.

EdGlo Graduate Profile

EdGlo graduates are able to:

- make informed and ethical decisions in complex and diverse education environments in local and global contexts
- exercise socially responsible leadership in the fields of policy, curriculum, planning and evaluation in educational contexts
- conduct and utilize research that is robust and relevant to national and international debates in education
- work ethically and productively in partnership with diverse individuals, groups and communities
- show cross-cultural competence, seeing linguistic/cultural/ethnic/gender/sexual/religious/ideological differences as a source of learning
- introduce multiple perspectives into their professional activities and research and engage with different knowledges /cultures in ethical ways
- relate to the constantly changing nature of education and society, recognizing professional development as a collaborative process of lifelong and lifewide learning
- use information technology to enhance professional development and practice in informed and critical ways

EdGlo Programme Outline

1st year autumn

- Survival Finnish / Other language studies
- Orientation to Finnish Culture and Educational System
- Issues in Globalisation
- Nordic Education in the European and Global Context
- Ethics and Education
- Current Trends in Educational Research
- Qualitative Research Methodology
- Quantitative Research Methodology
- Minor Studies: Defining Education and Educational Sciences and Their Tasks

1st year spring

- Issues in Globalisation (cont.)
- Nordic Education in the European and Global Context (cont.)
- Qualitative Research Methodology (cont.)
- Quantitative Research Methodology (cont.)
- Comparative Educational Research
- Master's Thesis
- Minor Studies: Technology Enhanced Learning
- Minor Studies: Development and Education
- (• Internship)

2nd year autumn

- Educational Policy, Planning and Leadership
- Master's Thesis
- Minor Studies: Economics of Education
- Minor Studies: Societies and Education in Transition
- (• Internship)
- Elective Studies e.g.
 - Critical Literacy in Education OR
 - Global Citizenship Education OR
 - Plurilingualism and Education in the 21st century

2nd year spring

- Master's Thesis
- Elective Studies e.g.
 - Critical Literacy in Education OR
 - Global Citizenship Education OR
 - Plurilingualism and Education in the 21st century

EdGlo Structure and Preliminary Timing of Studies

| Code | Title | ECTS Credits | Timing – Credits per Semester | | | |
|--|--|--------------|-------------------------------|-----------|-----------|-----------|
| | | | Year 1 | Year 1 | Year 2 | Year 2 |
| | | | Autumn | Spring | Autumn | Spring |
| Language, Communication and Orientation Studies | | | | | | |
| 405033Y | Survival Finnish (foreign students only) | 2 | 2 | | | |
| 901001Y | Swedish (or other language studies) (Finnish students only) | 2 | 2 | | | |
| 405512Y | Orientation to the Finnish Culture and Educational System | 3 | 3 | | | |
| total | | 5 | 5 | | | |
| Major – Advanced Studies in Education | | | | | | |
| 408512S | Issues in Globalisation | 5 | 3 | 2 | | |
| 408514S | Nordic Education in the European and Global Context | 5 | 2 | 3 | | |
| 408527S | Comparative Educational Research | 5 | | 5 | | |
| 408528S | Current Trends in Educational Research | 5 | 5 | | | |
| 408517S (408517S-01) | Quantitative Research | 5 | 3* | 2 | | |
| 408517S (408517S-02) | Qualitative Research | 5 | 2 | 3 | | |
| 408513S | Ethics and Education | 5 | 5 | | | |
| 408516S | Educational Policy, Planning and Leadership | 5 | | | 5 | |
| 408518S | Internship | 5 | | | 5 | |
| 408013S (408013S-01) | Master's Thesis Work | 30 | | | 5 | 25 |
| 408013S (408013S-02) | Master's Thesis Seminar | 5 | | 5 | | |
| total | | 80 | 20 | 20 | 15 | 25 |
| Minor – Education in Transition | | | | | | |
| 407530A | Defining Education, Educational Sciences and Their Tasks | 5 | 5 | | | |
| 407531A | Technology-Enhanced Learning | 5 | | 5* | | |
| 408502S | Development and Education | 5 | | 5 | | |
| 407532A | Economics of Education | 5 | | | 5 | |
| 407519A | Societies and Education in Transition | 5 | | | 5 | |
| total | | 25 | 5 | 10 | 10 | 0 |
| Elective Studies | | | | | | |
| | Freely selected by students, e.g. two of the following: | | | | 5 | 5 |
| 407524A | Critical Literacy in Education | 5 | | | | |
| 407518A | Global Citizenship Education | 5 | | | | |
| 407523A | Plurilingualism and Education in the 21 st Century | 5 | | | | |
| total | | 10 | 0 | 0 | 5 | 5 |
| TOTAL FOR THE DEGREE | | 120 | 30 | 30 | 30 | 30 |

* Teaching combined with other degree programmes

General Information about the Studies in the EdGlo Programme

Personal Study Plan (PSP)

In the beginning of the studies each student produces a personal study plan (PSP) that will be reviewed during the course of studies. PSP is a written plan which includes information on student's study and career goals, structure of studies and implementation and realisation of different elements of the study programme. Each student will have individual discussions on his/her personal study plan with the academic advisor.

Literature: Ansela, M. & Haapaniemi, T. & Pirttimäki, S. (2006). Personal study plans for university students. A guide for study counsellors. Learning Centre. University of Kuopio. Available at <http://www.uef.fi/w5w/materials-in-english>.

Structure of the Programme

The EdGlo programme, 120 ECTS credits, consists of the following entities:

1. General Studies (Language, Communication and Orientation studies), 5 credits
2. Major Subject Studies (Advanced Studies in Education), 80 credits
3. Minor Subject Studies (Education in Transition, or another minor subject), 25 credits
4. Elective Studies (according to students' own interests), 10 credits

I. General Studies (Language, Communication and Orientation Studies), 5 ECTS credits

All students must complete 5 credits of general studies. The general studies form 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 presentations. The general studies are divided to language studies (2 credits) and communication and orientation studies (3 credits).

Ia) Language Studies, 2 ECTS credits

All students must complete 2 credits of language studies:

- Foreign students must complete the Survival Finnish Course (405033Y).
If they have already completed the Survival Finnish course or an equivalent Finnish course, or already have basic skills in Finnish, they can choose a more advanced level Finnish course (min. 2 credits) or a course in another language (min. 2 credits) from the courses offered by the Languages and Communication at the university.
- Finnish citizens must complete the Swedish language course (901001Y).
If they have already completed an equivalent course as a part of their Bachelor's degree, they must choose min. 2 credits of other language studies from the courses offered by the Languages and Communication 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.)

Ib) Communication and Orientation Studies, ECTS 3 credits

All students must complete 3 credits of communication and orientation studies. In the EdGlo programme, all students complete the course 405512Y Orientation to the Finnish Culture and Educational System.

2. Major Subject Studies (Advanced Studies in Education), 80 ECTS credits

All students must complete 80 credits of major subject studies. The advanced level studies in Education consist of the following compulsory courses:

408512S Issues in Globalisation, 5 credits

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

408527SS Comparative Educational Research, 5 credits

408528SS Current Trends in Educational Research, 5 credits

408517S Research Methodology, 10 credits

408513S Ethics and Education, 5 credits

408516S Educational Policy, Planning and Leadership, 5 credits

408518S Internship, 5 credits

408013S Master's Thesis, 35 credits

3. Minor Subject Studies (Education in Transition, or another minor subject), 25 ECTS credits

All students must complete one minor subject with minimum of 25 credits. Education in Transition is recommended as a minor for all students on this programme, and it is a compulsory minor subject for those students whose previous studies (Bachelor level or other academic studies) have not included studies in educational sciences or pedagogy. Students who have previous studies in educational sciences or pedagogy (equivalent at least to 25 ECTS credits) may select also another minor subject. However, Education in Transition is recommended as a minor for all students on this programme.

The minor subject 'Education in Transition' consist of the following compulsory courses:

407530A Defining Education, Educational Sciences and Their Tasks, 5 credits

407531A Technology-Enhanced Learning, 5 credits

408502S Development and Education, 5 credits

407532A Economics of Education, 5 credits

407519A Societies and Education in Transition, 5 credits

4. Elective Studies, 10 ECTS credits

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

The recommended elective courses are any two of the following:

407524A Critical Literacy in Education, 5 credits AND/OR

407518A Global Citizenship Education, 5 credits AND/OR

407523A Plurilingualism and Education in the 21st Century, 5 credits

EdGlo Course Descriptions

| | |
|---|--|
| subject | Language, Communication and Orientation Studies |
| code | 405033Y |
| name | Survival Finnish |
| ECTS credits | 2 credits |
| language of instruction | English |
| timing | 1st year, autumn semester |
| learning outcomes | <p>After completion of the course, students are able to</p> <ul style="list-style-type: none"> • Use some very common everyday expressions and phrases • Locate informational content in simple texts and messages • Identify the basic characteristics of Finnish language and Finnish communication styles |
| contents | <p>An introductory course which aims to help students to cope with the most common everyday situations in Finnish.</p> <ul style="list-style-type: none"> – Some useful everyday phrases, some general features of the vocabulary and grammar, and the main principles of pronunciation – 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 – 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 | 20h seminars, 33h independent study |
| target group | 1st year students on the Master's Degree Programme in Education and Globalisation (foreign students only) |
| prerequisites and co-requisites | None |
| recommended optional programme components | None |
| recommended or required reading | Study material will be confirmed at the beginning of the course |
| assessment methods | Regular and active participation in the weekly lessons, homework assignments and written exam at the end of the course |
| grading | 0-5 |

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| person responsible | Heidi Niemelä |
| work placements | No |
| other information | No |

| | |
|---|---|
| subject | Language, Communication and Orientation Studies |
| code | 901001Y |
| name | Swedish Language |
| ECTS credits | 2 credits |
| language of instruction | Swedish |
| timing | 1st year |
| learning outcomes | After completion of the course, students are able to <ul style="list-style-type: none"> Communicate with the second official language in the field of education |
| contents | – The course introduces the professional vocabulary and practicing situations where second official language is needed in the field of education. |
| mode of delivery | Face-to-face teaching |
| learning activities and teaching methods | Seminars and independent study |
| target group | 1st year students on the Master's Degree Programme in Education and Globalisation (only those Finnish citizens who have not completed an equivalent course in Swedish as part of their Bachelor's degree) |
| prerequisites and co-requisites | Required prior knowledge in Swedish is defined by the Language Centre, please see: http://www oulu fi/kielikoulutus/ruotsin_lahtotaso |
| recommended optional programme components | None |
| recommended or required reading | Study material will be confirmed at the beginning of the course |
| assessment methods | Please, see: http://www oulu fi/kielikoulutus/ruotsi/arviointikriteerit |
| grading | Please, see: http://www oulu fi/kielikoulutus/ruotsi/arviointikriteerit |
| person responsible | Birgit Åberg-Karvonen |
| work placements | No |
| other information | Please, see: http://www oulu fi/kielikoulutus/ruotsin_kurssit |

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|---|---|
| subject | Language, Communication and Orientation Studies |
| code | 405512Y |
| name | Orientation to the Finnish Culture and Educational System |
| ECTS credits | 3 credits |
| language of instruction | English |
| timing | 1st year, autumn semester |
| learning outcomes | <p>After completion of the course, students are able to</p> <ul style="list-style-type: none"> • 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 presentations according to standards |
| contents | <ul style="list-style-type: none"> – 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 |
| mode of delivery | Face-to-face teaching |
| learning activities and teaching methods | 24h seminars, 56h independent study |
| target group | 1st year students on the Master's Degree Programme in Education and Globalisation |
| prerequisites and co-requisites | None |
| recommended optional programme components | None |
| recommended or required reading | Study material will be confirmed at the beginning of the course |
| assessment methods | Active participation in seminars, weekly assignments for seminars, presentations |
| grading | Pass/fail |
| person responsible | Jaana Pesonen |
| work placements | No |
| other information | No |

| | |
|---|---|
| subject | Education (Advanced studies in Education) |
| code | 408512S |
| name | Issues in Globalisation |
| ECTS credits | 5 credits |
| language of instruction | English |
| timing | 1st year, autumn semester and spring semester |
| learning outcomes | <p>After completion of the course, students are able to</p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> – 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 |
| prerequisites and co-requisites | None |
| recommended optional programme components | 1st and 2nd year EdGlo courses: 408513S, 408514S, 408516S, and 408527S. |
| recommended or required reading | Held, D. & McGrew, A. (Eds.). (2003). <i>Global transformations reader: An introduction to the globalization debate</i> . (2nd ed). Cambridge: Polity Press. |

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| | Held, D., McGrew, A., Goldblatt, D. & Perraton, J. (Eds.). (2007). <i>Globalization theory</i> . Cambridge: Polity Press. Other study material will be confirmed at the beginning of the course. |
| assessment methods | Active participation in lectures/seminars, weekly assignments for seminars, essay assignments, peer-led seminars |
| grading | 0-5 |
| person responsible | Magda Karjalainen |
| work placements | No |
| other information | No |

| | |
|--|---|
| subject | Education (Advanced studies in Education) |
| code | 408514S |
| name | Nordic Education in the European and Global Context |
| ECTS credits | 5 credits |
| language of instruction | English |
| timing | 1st year, autumn semester and spring semester |
| learning outcomes | After completion of the course, students are able to <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> – 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 | 30h lectures, 20h seminars and visits, 85h independent study |
| target group | 1st year students on the Master's Degree Programme in Education and Globalisation |
| prerequisites and co-requisites | None |
| recommended optional | 1st and 2nd year EdGlo courses: 408512S, 408513S, 408516S, and 408527S. |

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| programme components | |
| recommended or required reading | <p>Choice of books:</p> <p>Ahonen, S. & Rantala, J. (Eds.). (2001). <i>Nordic lights: Education for nation and civic society in the Nordic countries 1850-2000</i>. Helsinki: SKS/FLS.</p> <p>Arter, David (2008). <i>Scandinavian politics today</i> (2nd edition). Manchester: Manchester University Press.</p> <p>Darnell, F. & Höem, A. (1996). <i>Taken to extremes: Education in the far north</i>. Oslo: Scandinavia University Press.</p> <p>Other study material will be confirmed at the beginning of the course.</p> |
| assessment methods | 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 (+ Tuija Anttila and visiting experts) |
| work placements | No |
| other information | No |

| | |
|--|---|
| subject | Education (Advanced studies in Education) |
| code | 408527S |
| name | Comparative Educational Research |
| ECTS credits | 5 credits |
| language of instruction | English |
| timing | 1st year, spring semester |
| learning outcomes | <p>After completion of the course, students are able to</p> <ul style="list-style-type: none"> • 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 and East-West relations • Discuss current themes in debates about comparative education and illustrate exemplary research in the field |
| contents | <ul style="list-style-type: none"> – Comparative Education Research – Theoretical cartographies – Exemplary research – Political economy of knowledge production |
| mode of delivery | Face-to-face teaching |
| learning activities and teaching methods | 30h lectures, 10h seminars, 95h independent study |

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| target group | 1st year students on the Master's Degree Programme in Education and Globalisation |
| prerequisites and co-requisites | None |
| recommended optional programme components | 1st and 2nd year EdGlo courses: 408512S, 408513S, 408514S, and 408516S |
| recommended or required reading | Bray, M., Adamson, B., & Mason, M. (Eds.). (2007). <i>Comparative education research approaches and methods</i> . Hong Kong: Springer. Other study material will be confirmed at the beginning of the course. |
| assessment methods | Active participation in lectures, discussion summaries, essay or presentation |
| grading | 0-5 |
| persons responsible | Mervi Kaukko |
| work placements | No |
| other information | No |

| | |
|-------------------------|--|
| subject | Education (Advanced studies in Education) |
| code | 408528S |
| name | Current Trends in Educational Research |
| ECTS credits | 5 credits |
| language of instruction | English |
| timing | 1st year, autumn semester |
| learning outcomes | After completion of the course, students are able to <ul style="list-style-type: none"> • Discuss features of current debates in the field of Education • Utilize research that is robust and relevant to national and international debates in Education • Search for scientific information • Produce academic writing according to standards • Use the conventions of academic writing, such as referencing and quoting texts, and use grammatical patterns stylistically appropriate for scientific texts |
| contents | <ul style="list-style-type: none"> – Reading techniques – Discussing scientific texts in the field of Education – Evaluation of scientific information – Most important databases of the discipline – The central publication and information channels of the field – Planning of the reading and writing process – Academic argumentation |

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| | <ul style="list-style-type: none"> – Writing of texts in an appropriate and internationally recognised academic style with APA referencing – Good scientific practice and ethical issues of research |
| mode of delivery | Face-to-face teaching |
| learning activities and teaching methods | 50 h seminars, 85 h independent study |
| target group | 1st year students on the Master's Degree Programme in Education and Globalisation |
| prerequisites and co-requisites | None |
| recommended optional programme components | None |
| recommended or required reading | <p>Toolkit for Academic Essays and Master's Theses</p> <p>Graff, G. (2010). <i>They say//I say: the moves that matter in academic writing</i>. New York: Norton.</p> <p>Other study material will be confirmed at the beginning of the course</p> |
| assessment methods | Active participation in seminars, assignments for seminars |
| grading | 0-5 |
| person responsible | Maria Järvelä (+ expert lecturers and Information Specialist from the Pegasus Library) |
| work placements | No |
| other information | This course includes participation in 410051Y Educational Research and Information Retrieval Systems II, organised by University Pegasus Library. |

| | |
|-------------------------|--|
| subject | Education (Advanced studies in Education) |
| code | 408517S |
| name | Research Methodology |
| ECTS credits | 10 credits |
| language of instruction | English |
| timing | 1st year, autumn semester and spring semester |
| learning outcomes | <p>After completion of the course, students are able to</p> <ul style="list-style-type: none"> • 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 |

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| | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> – 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 | 80h lectures/seminars, 190h independent study |
| target group | 1st year students on the Master's Degree Programme in Education and Globalisation |
| prerequisites and co-requisites | None |
| recommended optional programme components | 1st and 2nd year EdGlo courses: 408512S, 408513S, 408514S, 408516S, 408527S and 408510S. |
| recommended or required reading | <p>Creswell, J. W. (1998). <i>Qualitative inquiry and research design</i>. London: Sage.</p> <p>Kerlinger, F. (2000). <i>Foundations of behavioural research</i>. Fort Worth: Harcourt College Publishers.</p> <p>Silverman, D. (2000). <i>Doing qualitative research. a practical handbook</i>. London: Sage.</p> <p>Other study material will be confirmed at the beginning of the course.</p> |
| assessment methods | Active participation in lectures/seminars, an essay, an exam |
| grading | 0-5 |
| person responsible | Jouni Peltonen, Mervi Kaukko |
| work placements | No |
| other information | <p>408517S-01 Quantitative Methodology, 5 credits</p> <p>408517S-02 Qualitative Methodology, 5 credits</p> |

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|---|--|
| subject | Education (Advanced studies in Education) |
| code | 408513S |
| name | Ethics and Education |
| ECTS credits | 5 credits |
| language of instruction | English |
| timing | 1st year, autumn semester |
| learning outcomes | <p>After completion of the course, students are able to</p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> – 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 |
| prerequisites and co-requisites | Completion of 1st year, autumn semester courses |
| recommended optional programme components | 1st and 2nd year EdGlo courses: 408512S, 408514S, 408527S and 408516S |
| recommended or required reading | <p>Freire, P. (1998). <i>Pedagogy of freedom: Ethics, democracy, and civic courage</i>. Oxford: Rowman & Littlefield Publishers.</p> <p>Purpel, D. E. & McLaurin jr., W. M. (2004). <i>Reflections on the moral and spiritual crisis on education</i>. Counterpoints (Book 262). New York: Peter Lang International Academic Publishers.</p> |

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| | Other study material will be confirmed at the beginning of the course. |
| assessment methods | 4 learning tasks and an open book exam |
| grading | 0-5 |
| person responsible | Johanna Lampinen |
| work placements | No |
| other information | No |

| | |
|---|---|
| subject | Education (Advanced studies in Education) |
| code | 408516S |
| name | Educational Policy, Planning and Leadership |
| ECTS credits | 5 credits |
| language of instruction | English |
| timing | 2nd year, autumn semester |
| learning outcomes | <p>After completion of the course, students are able to</p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> – 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 | 20h lectures, 20h seminars, 95h independent study |
| target group | 2nd year students on the Master's Degree Programme in Education and Globalisation |
| prerequisites and co-requisites | Completion of 1st year courses |
| recommended optional programme components | 1st year EdGlo courses: 408512S, 408513S, 408514S, and 408527S. |
| recommended or required reading | Choice of books: |

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| | <p>Altbach, P. (2010). <i>Leadership for world-class universities: Challenges for developing countries</i>. New York: Routledge.</p> <p>Ball, S., Goodson, I and Maguire, M. (Eds.). (2007). <i>Education, globalization and new times</i>. New York: Routledge.</p> <p>Rizvi, F. and Lingard, B. (2009). <i>Globalizing education policy</i>. New York: Routledge.</p> <p>Other study material will be confirmed at the beginning of the course.</p> |
| assessment methods | Study journal on lectures, exam based on choice of literature |
| grading | 0-5 |
| person responsible | Johanna Lampinen and visiting experts |
| work placements | No |
| other information | No |

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| subject | Education (Advanced studies in Education) |
| code | 408518S |
| name | Internship |
| ECTS credits | 5 credits |
| language of instruction | English |
| timing | During summer or during the 2nd year |
| learning outcomes | <p>After completion of the course, students are able to</p> <ul style="list-style-type: none"> • 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 | <p>The internship period can be carried out in a variety of different settings such as intergovernmental agencies, non-governmental organisations and/or educational institutions.</p> <ul style="list-style-type: none"> – Professional development – Lifelong and lifewide learning |
| mode of delivery | Face-to-face teaching |
| learning activities and teaching methods | 10h seminars/tutoring, min. 125h independent study (internship or project work) |

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| 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, and 408527S. |
| recommended or required reading | Study material will be confirmed at the beginning of the course. |
| assessment methods | An internship plan, an internship period min. 1½ months, a learning diary or a project proposal, min. 80 h project work, an evaluation report |
| grading | Pass/fail |
| person responsible | Jaana Pesonen |
| work placements | Yes |
| other information | No |

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|----------------------------------|---|
| subject | Education (Advanced studies in Education) |
| code | 408013S |
| name | Master's Thesis |
| ECTS credits | 35 credits |
| language of instruction | English |
| timing | 1st year, spring semester & 2nd year, autumn semester and spring semester |
| learning outcomes | <p>After completion of the course, students are able to</p> <ul style="list-style-type: none"> • Identify high quality standards in published research and academic writing • Map a field of study to identify gaps as opportunities for further research • Produce a high quality research plan and oral presentation • Provide informed feedback on a research plan • Demonstrate a level of proficiency in English for Academic purposes appropriate for the level of studies |
| contents | <ul style="list-style-type: none"> – The research process – Research design and theoretical background – Literature review and methodology – Research group collaboration – Familiarity with (different) fields – Current research in the department and unit |
| mode of delivery | Face-to-face teaching |
| learning activities and teaching | 50h seminars. The weekly Master's Thesis seminars begin during the spring term of the first year and continue throughout the second year |

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| methods | |
| target group | 1st and 2nd year students on the Master's Degree Programme in Education and Globalisation |
| prerequisites and co-requisites | Bachelor's thesis |
| recommended optional programme components | 1st and 2nd year EdGlo courses: 408512S, 408513S, 408514S, 408516S, 408527S and 408517S |
| recommended or required reading | Study material depends on student's thesis topic. |
| assessment methods | Master's thesis |
| grading | 0-5 |
| person responsible | Maria Järvelä |
| work placements | No |
| other information | 408013S-01 Master's Thesis, 30 credits 408013S-02 Master's Thesis Seminar, 5 credits 408013S-03 Abstract / Maturity Test |

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|--|--|
| subject | Minor subject: Education in Transition |
| code | 407530A |
| name | Defining Education, Educational Sciences and Their Tasks |
| ECTS credits | 5 credits |
| language of instruction | English |
| timing | 1st year, autumn semester |
| learning outcomes | After completion of the course, students are able to <ul style="list-style-type: none"> • Discuss the focuses, the role and the tasks of educational sciences in the globalised world • Analyse learning theories • Examine the relation between the development of educational sciences, critical changes and educational contexts |
| contents | <ul style="list-style-type: none"> – 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 – Learning theories |
| mode of delivery | Face-to-face teaching |
| learning activities and teaching methods | 30h lectures/seminars, 105h independent study |

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| target group | 1st year students on the Master's Degree Programme in Education and Globalisation |
| prerequisites and co-requisites | None |
| recommended optional programme components | Other courses in Education in Transition: 407531A Technology-Enhanced Learning, 5 credits 407532A Economics of Education, 5 credits 407519A Societies and Education in Transition, 5 credits 408502S Development and Education, 5 credits |
| recommended or required reading | Egan, K. (2008). <i>Future of Education: Reimagining our schools from the ground up</i> . New Haven: Yale University Press. (Oulu University e-library) Osler, A. & Starkey, H. (2005). <i>Changing citizenship: Democracy and inclusion in education</i> . Maidenhead: Open University Press. (Oulu University e-library) Other study material will be confirmed at the beginning of the course. |
| assessment methods | Active participation in lectures/seminars, an exam |
| grading | Pass/fail |
| person responsible | Ros Cooper, Maria Järvelä, Johanna Lampinen |
| work placements | No |
| other information | No |

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|-------------------------|--|
| subject | Minor subject: Education in Transition |
| code | 407531A |
| name | Technology-Enhanced Learning |
| ECTS credits | 5 credits |
| language of instruction | English |
| timing | 1st year, spring semester |
| learning outcomes | After completion of the course, students are able to <ul style="list-style-type: none"> • Describe the theoretical background, ethical considerations and main stages of designing technology-enhanced learning (TEL) • Design a globally and culturally relevant TEL course • Justify and evaluate instructional and technological design |
| contents | <ul style="list-style-type: none"> – Technology-Enhanced Learning (TEL) as a concept – Designing TEL: instructional and technological design – Structuring culturally relevant individual and collaborative learning activities – Implementing relevant technology and evaluating learning from individual, cultural and societal perspectives |

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| mode of delivery | Face-to-face and online teaching |
| learning activities and teaching methods | Face-to-face and on-line teaching 32h, collaborative and independent study 103h Students become familiar with the key concepts, theories and approaches of Technology-Enhanced Learning (TEL) and implement this knowledge by designing a course of their own in small groups. Students reflect and report different stages of the designing process in their digital portfolios. |
| target group | 1st year students on the Master's Degree Programme in Education and Globalisation |
| prerequisites and co-requisites | Completion of 1st year, autumn semester courses |
| recommended optional programme components | Other courses in Education in Transition: 407530A Defining Education, Educational Sciences and Their Tasks, 5 credits 407532A Economics of Education, 5 credits 407519A Societies and Education in Transition, 5 credits 408502S Development and Education, 5 credits |
| recommended or required reading | Study material will be confirmed at the beginning of the course |
| assessment methods | Active participation in lectures/seminars/collaborative learning, successful completion of learning assignments. |
| grading | Pass/fail |
| person responsible | Essi Vuopala |
| work placements | No |
| other information | Teaching is combined with another degree programme (Master's Degree Programme in Learning, Education and Technology). |

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|-------------------------|--|
| subject | Minor subject: Education in Transition |
| code | 407532A |
| name | Economics of Education |
| ECTS credits | 5 credits |
| language of instruction | English |
| timing | 2nd year, autumn semester |
| learning outcomes | After completion of the course, students are able to <ul style="list-style-type: none"> • 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 |

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| | <p>different models and starting points</p> <ul style="list-style-type: none"> Assess arguments for economic efficiency as a quality factor |
| contents | <ul style="list-style-type: none"> 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, electronically distributed task and materials |
| learning activities and teaching methods | 30h lectures/seminars, 105h independent study |
| target group | 2nd year students on the Master's Degree Programme in Education and Globalisation |
| prerequisites and co-requisites | None |
| recommended optional programme components | <p>Other courses in Education in Transition:</p> <p>407530A Defining Education, Educational Sciences and Their Tasks, 5 credits</p> <p>407531A Technology-Enhanced Learning, 5 credits</p> <p>407519A Societies and Education in Transition, 5 credits</p> <p>408502S Development and Education, 5 credits</p> |
| recommended or required reading | <p>Exam book: Belfield, C. (2000). <i>Economic principles for education: theory and evidence</i>. Cheltenham: Edward Elgar.</p> <p>Other study material will be confirmed at the beginning of the course.</p> |
| assessment methods | Active participation in lectures/seminars, assignments for seminars, a book exam |
| grading | 0-5 |
| person responsible | Jukka Harvala |
| work placements | No |
| other information | No |

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|-------------------------|--|
| subject | Minor subject: Education in Transition |
| code | 408502S |
| name | Development and Education |
| ECTS credits | 5 credits |
| language of instruction | English |
| timing | 1st year, spring semester |

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| learning outcomes | <p>After completion of the course, students are able to</p> <ul style="list-style-type: none"> • Distinguish between different ideological frameworks for development and education, development education, and discuss Finnish and international policies and debates in the field of development and education • Discuss possibilities for sustainable education sector development co-operation • 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) • Critically examine approaches to partnerships and education that promote problematic ethnocentric, depoliticised, ahistorical and paternalistic patterns • Summarise 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 | <ul style="list-style-type: none"> – Development approaches and education – Sustainable development as political, social, cultural, ecological, ethical, and economical concept – The United Nations Millennium Development Goals – UNESCO Education for All initiative – Ethnocentrism, depoliticisation, ahistoricism and paternalism in development approaches and education – Current debates and new approaches in 'development education' – Practicing education for sustainable development and development education – Finnish and International policies of development and development education – Working in countries labelled 'less economically developed' |
| mode of delivery | Blended learning and face-to-face teaching |
| learning activities and teaching methods | 20h lectures, 14h seminars, 81h reading and assignment preparation |
| target group | 1st year students on the Master's Degree Programme in Education and Globalisation |
| prerequisites and co-requisites | None |
| recommended optional programme components | <p>Other courses in Education in Transition:</p> <p>407530A Defining Education, Educational Sciences and Their Tasks, 5 credits</p> <p>407531A Technology-Enhanced Learning, 5 credits</p> <p>407532A Economics of Education, 5 credits</p> <p>407519A Societies and Education in Transition, 5 credits</p> |
| recommended or required reading | McEvan, C. (2009). Postcolonialism and Development. London: Routledge. |

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| | Other study material will be confirmed at the beginning of the course. |
| assessment methods | Online tasks (reflection journals and presentations) and assignments |
| grading | 0-5 |
| person responsible | Johanna Lampinen |
| work placements | No |
| other information | No |

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|--|--|
| subject | Minor subject: Education in Transition |
| code | 407519A |
| name | Societies and Education in Transition |
| ECTS credits | 5 credits |
| language of instruction | English |
| timing | 2nd year, autumn semester |
| learning outcomes | After completion of the course, students are able to <ul style="list-style-type: none"> Analyse and evaluate the causes, processes and outcomes of educational transformation in various fields and sectors of education. Compare the relation between educational change and changes in policies on global, regional and state level. |
| contents | <ul style="list-style-type: none"> 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, 105 h independent study |
| target group | 2nd year students on the Master's Degree Programme in Education and Globalisation |
| prerequisites and co-requisites | Other courses in Education in Transition: 407530A Defining Education, Educational Sciences and Their Tasks, 5 credits 407531A Technology-Enhanced Learning, 5 credits 407532A Economics of Education, 5 credits 408502S Development and Education, 5 credits |
| recommended or required reading | Study material will be confirmed at the beginning of the course. Bentley, T. (1998). <i>Learning beyond the classroom: education for a changing world</i> . London: Routledge Enders, J. (2001). <i>Academic staff in Europe changing contexts and conditions</i> . Westport (Conn.) Greenwood Press. |

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| | <p>Heimbrock, H-G. (et al.) (2001). <i>Towards religious competence: diversity as a challenge for education in Europe</i>. Munster: Lit Verlag.</p> <p>Tilbury, D. (et al.) (2002). <i>Education and sustainability: Responding to the global challenge</i>. Gland, Switzerland: IUCN-The World Conservation Union.</p> |
| assessment methods | Active participation in seminars and weekly assignments |
| grading | 0-5 |
| person responsible | Magda Karjalainen (+ Bobby Mafi and Ros Cooper) |
| work placements | No |
| other information | No |

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|--|--|
| subject | Elective Studies |
| code | 407524A |
| name | Critical Literacy in Education |
| ECTS credits | 5 credits |
| language of instruction | English |
| timing | 2nd year, autumn or spring semester |
| learning outcomes | <p>After completion of the course, students are able to</p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> – 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 learning |
| 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 | Students on the Master's Degree Programme in Education and Globalisation |
| prerequisites and co-requisites | None |
| recommended optional programme | No |

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| components | |
| recommended or required reading | <p>Study material will be available online.</p> <p>Cazden, C., Cope, B., Fairclough N. & Gee, J. (2006). Pedagogy of multiliteracies: Designing social futures. <i>Harvard Educational Review</i>, 66(1), pp. 60–92.</p> <p>Grogory, A. & Cahill, M.A. (2009). Constructing critical literacy: self-reflexive ways for curriculum and pedagogy. <i>Critical Literacy: Theories and Practices</i>, 3(2), pp. 6–16.</p> <p>Freire, P. (2002). <i>Pedagogy of freedom: Ethics, democracy, and civic courage</i> (P. Clarke, Trans.). Lanham, MD: Rowman & Littlefield.</p> <p>MacQuaid, N. (2009). Learning to ‘un-divide’ the world: The legacy of colonialism and education in the 21st century. <i>Critical Literacy: Theories and Practices</i>, 3(1), pp. 12–25.</p> <p>Wallowitz, L. (2008). <i>Critical literacy as resistance</i>. Peter Lang: New York.</p> <p>Wood, B. (2007). Conflict, controversy, and complexity: Avoiding the ‘slippery stuff’ in social studies. <i>Critical Literacy: Theories and Practices</i>, 1(2), pp. 40–49.</p> |
| assessment methods | Online tasks (journal entries and academic essay) |
| grading | Pass/fail |
| person responsible | Maria Järvelä |
| work placements | No |
| other information | <p>This is an elective course in the Master’s Degree Programme in Education and Globalisation.</p> <p>The elective courses will be organised in yearly rotation, two per year. There will be one elective course offered in autumn and one in spring semester.</p> |

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|-------------------------|--|
| subject | Elective Studies |
| code | 407518A |
| name | Global Citizenship Education |
| ECTS credits | 5 credits |
| language of instruction | English |
| timing | 2nd year, autumn or spring semester |
| learning outcomes | <p>After completion of the course, students are able to</p> <ul style="list-style-type: none"> • 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 |

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| | colonial legacies and unequal relations of power and those that do not |
| contents | <p>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.</p> <ul style="list-style-type: none"> – 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 learning |
| learning activities and teaching methods | 12h online lectures, 10h online activities, 85h reading, 14h journal writing, 14h academic essay preparation (1500 words) |
| target group | Students on the Master's Degree Programme in Education and Globalisation |
| prerequisites and co-requisites | None |
| recommended optional programme components | No |
| recommended or required reading | <p>Study material will be available online.</p> <p>Howard, G. (2006). <i>We can't teach what we don't know: White teachers, multicultural schools</i>, pp. 101-116. New York: Teachers' College Press.</p> <p>Kendall, F. (2006). Understanding white privilege: Creating pathways to authentic relationships across race, pp. 1-18. New York: Routledge.</p> <p>Krogman, N and Foote, L. (2011) Global citizenship and the environment: Embracing life in all its forms. In L. Shultz and A. Abdi (Eds.), <i>Global citizenship education in post-secondary institutions: Theories, practices, policies</i>, pp. 108-119. New York: Peter Lang.</p> <p>McQuaid, N. (2009). Learning to 'un-divide' the world: The legacy of colonialism and education in the 21st century. <i>Critical Literacy: Theories and Practices 3:1</i>, pp. 12-25.</p> <p>Pike, G. (2008). Reconstructing the legend: educating for global citizenship. In A. Abdi and L. Schultz (Eds.), <i>Educating for human rights and global citizenship</i>, pp. 223-237. New York: New York university Press.</p> <p>Rizvi, F. (2008). Education and its cosmopolitan possibilities. In Lingard, B., Nixon, J. and Ranson, S. (Eds.), <i>Transforming learning in schools and communities</i>, pp. 101-116. Norfolk: Biddles, Continuum International Publishing Group.</p> |

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| | <p>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.), <i>Global citizenship education in post-secondary institutions: Theories, practices, policies</i>, pp. 1-10. New York: Peter Lang.</p> <p>Stevenson, N. (2003). <i>Cultural citizenship: Cosmopolitan questions</i>, pp. 4-34. Basingstoke: Open University Press.</p> <p>Todd, S. (2009/2010). Living in a dissonant world: Toward an agonistic cosmopolitics for education, <i>Studies in Philosophy and Education</i>, 29(2), pp. 213-227.</p> <p>Zemach-Bersin, T. (2007). Global citizenship & study abroad: It's all about U.S. <i>Critical Literacy: Theories and Practices 1:2</i>, pp. 16-28.</p> |
| assessment methods | Online tasks (journal entries and academic essay) |
| grading | Pass/fail |
| person responsible | Kiyoko Uematsu |
| work placements | No |
| other information | <p>This is an elective course in the Master's Degree Programme in Education and Globalisation.</p> <p>The elective courses will be organised in yearly rotation, two per year. There will be one elective course offered in autumn and one in spring semester.</p> |

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| subject | Elective Studies |
| code | 407523A |
| name | Plurilingualism and Education in the 21st Century |
| ECTS credits | 5 credits |
| language of instruction | English |
| timing | 2nd year, autumn or spring semester |
| learning outcomes | <p>After completion of the course, students are able to</p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> – Language and colonialism – Linguistics and Eurocentrism – Postcolonial responses – Minority languages and linguistic diversity – case study France |

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| | <ul style="list-style-type: none"> – 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 learning |
| learning activities and teaching methods | 4h online lectures, 8h online activities, 94h reading, 15h journal writing, 15h case study preparation (1000 words) |
| target group | Students on the Master's Degree Programme in Education and Globalisation |
| prerequisites and co-requisites | None |
| recommended optional programme components | No |
| recommended or required reading | <p>Study material will be available online.</p> <p>Bhatt, R. (2001). World Englishes. <i>Annual Review of Anthropology</i>, 30, pp. 527–550.</p> <p>Canagarajah, A. S. (2005). Introduction. In Canagarajah, A. S. (Ed), <i>Reclaiming the local in language policy and practice</i> (pp. xiii–xxx). New York: Routledge.</p> <p>Canagarajah, A. S. (2007). Lingua franca English, multilingual communities, and language acquisition. <i>The Modern Language Journal</i>, 91, pp. 923–939.</p> <p>Crystal, D. (2003). <i>Why a global language?</i> In <i>English as a Global Language</i>, pp. 1–27. Cambridge: Cambridge University Press.</p> <p>Haugen, E. (1964/2006). Dialect, language, nation. In Bratt Paulsen, C. & Tucker, G. R. (Eds), <i>Sociolinguistics, the essential readings</i>, pp. 411–422. Blackwell: Malden.</p> <p>Krumm, H-J. (2004). Heterogeneity: Multilingualism and democracy. <i>Utbildning & Demokrati</i>, 13(3), pp. 61–77.</p> <p>Le Nevez, A. (2008). Rethinking diversity and difference in French language practices. <i>Language Policy</i> 7(4), pp. 309–322.</p> <p>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.), <i>Disinventing and reconstituting languages</i> (pp. 62-89). Clevedon: Multilingual Matters.</p> <p>Makoni, S. & Pennycook, A. (2007). <i>Disinventing and reconstituting languages</i>, pp. 1–42. Clevedon: Multilingual Matters.</p> <p>Marmann-Jozwiak, E. (2005). Local knowledge and global citizenship: Languages and literatures of the United States – Mexico borderlands. In</p> |

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| | <p>Canagarajah, A. S. (Ed), <i>Reclaiming the local in language policy and practice</i>, pp. 269–286. New York: Routledge.</p> <p>Pennycook, A. (1998). English and the cultural constructs of colonialism in Pennycook, A. (Ed.), <i>English and the discourses of colonialism</i>, pp. 1–32. London: Routledge.</p> |
| assessment methods | Online tasks (journal entries and a case study) |
| grading | Pass/fail |
| person responsible | Magda Karjalainen |
| work placements | No |
| other information | <p>This is an elective course in the Master's Degree Programme in Education and Globalisation.</p> <p>The elective courses will be organised in yearly rotation, two per year. There will be one elective course offered in autumn and one in spring semester.</p> |

