

Studieplan for Nordic Citizenship Education, One year programme (2022–2023)

Fakta om programmet

Studiepoeng: 60

Studiets varighet: 1 år

Undervisningsspråk: Engelsk

Studiested: Halden

Innholdsfortegnelse

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- Opptak
- Oppbygging og gjennomføring
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Informasjon om studiet

Programmet sm ålgrupper er innreisende internasjonale studenter og norske studenter som ønsker internasjonal erfaring hjem mefra

Hva lærer du?

Studiets læringsutbytte

Kunnskap

Kandidaten

* forstår nordiske demokratiske prinsipper i sivilsamfunnet, miljø og utdanning;

* vet hvordan demokratiske perspektiv har endret seg gjennom tid og kan gi noen årsaker til endringene;

* vet hvordan perspektiver på demokrati og ansvarlig medborgerskap kommer til syne i nordisk samfunn i dag.

Ferdigheter

Kandidaten kan

* identifisere og analysere handlinger og situasjoner i skole, miljø og samfunn ut fra demokratiske perspektiv;

* anvende demokratiske praksiser i eget liv og yrke.

Generell kompetanse

Kandidaten

* utøver kritisk bevissthet over kompleksiteter i demokratiske praksiser og ansvarlig medborgerskap;

* utøver kritisk bevissthet over demokratiske praksiser i globalt perspektiv.

Opptak

Generell studiekompetanse eller realkompetanse.

Oppbygging og gjennomføring

Studiets oppbygging og innhold

Programmet er delt opp i 4 obligatoriske emner, på 15 studiepoeng hver. Høstsemesterets kurs byr på kritisk fokus på utdanning og skolesystemer, og vårsemesterets kurs gir mer filosofisk og samfunnsrettet innsikt.

Undervisnings-, lærings- og vurderingsformer

Undervisning finner sted for det meste på campus, med forelesninger, diskusjoner, verksteder, prosjekter og andre oppgaver. Studenter jobber i grupper av ulik størrelse og driver individuelt arbeid. Noen temaer vil kreve undervisningsaktiviteter utenfor klasserommet, for eksempel prosjekter i samfunnet (offentlig sektor, organisasjoner, privat sektor, skoler og andre relevante institusjoner), feltarbeid og ekskursjoner.

Forsknings- og utviklingsarbeid

Studenter får utdanning i akademisk skriving gjennom arbeidskrav og eksamen. De får også erfaring med planlegging, gjennomføring og evaluering av pedagogisk arbeid.

Internasjonalisering

Programmet sikter på å gi internasjonalt perspektiv for både norske og internasjonale studenter. Ved muligheten for internasjonale gjesteforelesere og interaksjon mellom studenter fra hele verden vil de internasjonale perspektivene styrkes gjennom dialog, internasjonal forskning og filosofier. All litteratur og undervisning er på engelsk.

Evaluering av studiet

Programmetsemner evalueres hvert semester, og programmet evalueres på programnivå i slutten av våsemesteret hvert år.

Litteratur

Se hver emnebeskrivelse.

Jobb og videre studier

Deler av programmet kan integreres i bachelorgrader i humaniora, samfunnsfag, og lærerutdanning. Kurset gir internasjonal innsikt i utdanning og samfunn. Programmet utrunder studenter til å forstå og anvende kritiske perspektiver på medborgerskap og demokrati i eget liv og yrke.

Studieplanen er godkjent og revidert

Studieplanen er godkjent

Studieplanen er godkjent av dekan Irina Engeness 22.11.2021

Studieplanen gjelder for

Høst 2022

Studieprogramansvarlig

Fakultet for lærerutdanninger og språk.

Jarl Hagen Instituttleder for real-, praktisk-estetiske, samfunns- og religionsfag (RES) Fakultet for lærerutdanning og språk

Studiemodell

Denne studiemodellen har en ny utforming. [Fortell oss hva du synes om den](#)

Høst 2022

Nordic Citizenship Education, One year programme

LNCE10120

Estetiske læringsprosesser

15 stp

LNCE10220

Enhetsskolens inkludering av eksepsjonelle barn

15 stp

Vår 2023

Nordic Citizenship Education, One year programme

LNCE10417

Grønn visdom og økofilosofi - miljøetikk i politikk og samfunnsliv

15 stp

LNCE10517

Medborgerskaps iscenesettelser - kunst og demokrati

15 stp

Sist hentet fra Felles Studentsystem (FS) 29. des. 2023 23:22:20

LNCE10120 Aesthetic learning processes (Autumn 2022)

Facts about the course

ECTS Credits: 15

Responsible faculty: Faculty of Teacher Education and Languages

Campus: Halden

Course Leader: Gunhild Brænne Bjørnstad

Teaching language: English

Duration: ½ year

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- Examination
- Course evaluation
- Literature

The course is connected to the following study programs

Optional course, relevant to school.

Absolute requirements

Higher Education Entrance Qualifications.

Applicants with Certificate of Upper Secondary Education from other than the Nordic countries can be granted dispensation from the requirement of proficiency in the Norwegian language on condition of documented proficiency in the English language, cf. Regulations for Admission to Study Programmes at Østfold University College, section 3.

Lecture Semester

Autumn

The student's learning outcomes after completing the course

Knowledge

The student

- understands the outlines of the theoretical and pedagogical development of aesthetic learning in the Nordic context.
- can differentiate between leader roles in aesthetic processes and their effects in the learning process.
- is familiar with a selection of techniques used in aesthetic learning processes, their variations and potential learning outcomes.
- can identify different participant roles in aesthetic processes.
- understands the basics of art history in the Nordic context

Skills

The student

- can lead aesthetic learning processes by choosing appropriate leader roles.
- can give and take guidance in the aesthetic/artistic process.
- can enhance one's own aesthetic/artistic skills and focus.
- can analyze the effects of aesthetic learning processes.

General competence

The student

- is able to apply aesthetic learning processes in their own pedagogical work.
- is critically aware of the potential of aesthetic learning processes.

Content

- Theories on children's dramatic play and expression
- Theories on aesthetic learning and experience-based learning
- Theories on creative processes
- Structuring aesthetic learning processes
- Improvisation and dramatic play
- Exploring one's own artistic expressions
- Analysis of aesthetic learning processes
- Leadership and management of aesthetic processes in schools and other pedagogical arenas
- Study trips to performances or aesthetic processes in progress.

Forms of teaching and learning

Topics that will be covered in the course include dramatic play, experience-based learning, aesthetic learning, training of artistic skills, analysis of artistic and aesthetic works, leadership and management of artistic and aesthetic processes.

Through working on these topics, students will gain experience of different work methods that are relevant to work with aesthetic learning processes at any level or field of education. Adapted learning and multicultural perspectives have a central position in the different topics.

The course will practice the values of aesthetic learning processes, alternating between lectures, seminars, workshops, reflections, study trips and projects, in which the students will gain theoretical understanding and practical experiences of the field. The work will be in groups of varying sizes as well as individual work, both in and out of classroom.

Workload

Approximately 20 hours per week. May vary throughout the semester.

Coursework requirements - conditions for taking the exam

The following required coursework must be approved by teacher before the student can take the exam:

1. Approved attendance (minimum 80% attendance) and study trips. The subject teacher will pass around an attendance list, which the students must sign. If the student is unable to participate in organized study trips, he/she must prepare an alternative arrangement, which must be approved.
2. Complete project work in groups, using aesthetic learning processes, in a local teaching context. The project work must consist of a written didactic plan and a practical class.

Examination

The total assessment of this course consist of two partial exams:

1. **Project report in groups approx. 2500 words (40%)** on a chosen topic related to the group project. May be written in any scandinavian language or English. Two internal examiners.
2. **Individual oral exam of 15 minutes on a chosen topic from the curriculum (60%)**. One internal and one external examiner. No support materials permitted.

Both parts of the total assessment will be marked with marks A-F. A indicating excellent, and F indicating fail. The group report will result in a group mark, and the individual, oral exam will result in an individual mark. The total of these two will be the final mark of the course.

Both parts of the exam must be passed to pass the course.

Course evaluation

The course will be evaluated at the end of the semester.

Literature

The [current reading list for AUTUMN 2022](#) can be found in Leganto.

LNCE10220 "One school for all" - including exceptional children (Autumn 2022)

Facts about the course

ECTS Credits: 15

Responsible faculty: Faculty of Teacher Education and Languages

Campus: Halden

Course Leader: Andrew John Thomas

Teaching language: English

Duration: ½ year

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The course is connected to the following study programs

Optional course, relevant to school.

Absolute requirements

Higher Education Entrance Qualifications.

Applicants with Certificate of Upper Secondary Education from other than the Nordic countries can be granted dispensation from the requirement of proficiency in the Norwegian language on condition of documented proficiency in the English language, cf. Regulations for Admission to Study Programmes at Østfold University College, section 3.

Lecture Semester

Autumn

The student's learning outcomes after completing the course

Knowledge

The student

- can trace the historical roots of the 'one school for all' model
- can recognise and give an informed description of recurrent pedagogical practices of inclusion
- can give an account of alternative practices of expression and listening.

Skills

The student

- can critically analyse the history of Norwegian inclusive school and its pedagogy
- can discuss historical and contemporary examples of non-normal behavior and marginal insights.

General competence

The student

- can engage in and critique educational practices that listen to, assess and categorise marginal voices.

Content

Why do people feel disenfranchised when living in a democratic country? How can children be excluded when attending universal and inclusive state institutions like schools and kindergartens? In this module, students will learn to exercise ethical and historical discrimination around the techniques of people management and inclusion that have informed pedagogical theory and practice in modern times, with particular focus on the Norwegian model of 'one school for all' as a case study running through the entire syllabus.

Particular attention will be given to exercises of mapping, screening and assessment for learning. Alternative models of listening to marginal voices and weird perspectives from history and anthropology will also be considered, as students learn to use, change and reject various forms of integration, and develop an awareness to normalization and social difference in the classroom.

Forms of teaching and learning

The course goes through three phases:

1. An introduction to Norwegian school and kindergarten history, with particular emphasis on the background of the 'one school for all' thinking, and the inclusion and exclusion of various groups;
2. Learning about techniques for handling diversity in inclusive schools and nurseries, including mapping, screening and assessment for learning, and workshops in these tools, together with analysis of the data they produce
3. Identifying and analyzing techniques for listening differently to different voices in the classroom and society.

Lectures, workshops, literature and data analysis.

Workload

Approximately 20 hours per week. May vary throughout the semester.

Coursework requirements - conditions for taking the exam

The following required coursework must be approved by teacher before the student can take the exam:

- 80% approved attendance
- Two days of compulsory workshops
- One oral presentation containing a data analysis (groupwork) with individual note (approx. 500 words)

Examination

Home exam (3 days) on a given topic (2000-3000 words).

Marks A-F. A indicating excellent, and F indicating fail.

Examiners

Internal examiners.

Course evaluation

Course will be evaluated at the end of the semester.

Literature

The current [reading list for AUTUMN 2022](#) can be found in Leganto.

LNCE10417 Open Air Wisdom and Deep Ecology - Environmental Ethics and Politics (Spring 2023)

Facts about the course

ECTS Credits: 15

Responsible faculty: Faculty of Teacher Education and Languages

Campus: Halden

Course Leader: Morten Helberg

Teaching language: English

Duration: ½ year

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The course is connected to the following study programs

Optional course, relevant to school.

Absolute requirements

Higher Education Entrance Qualifications.

Applicants with Certificate of Upper Secondary Education from other than the Nordic countries can be granted dispensation from the requirement of proficiency in the Norwegian language on condition of documented proficiency in the English language, cf. Regulations for Admission to Study Programmes at Østfold University College, section 3.

Lecture Semester

Spring

The student's learning outcomes after completing the course

Knowledge

The student

- knows how climate change and environmental changes have influenced worldviews, ethics and politics
- knows different models and approaches in environmental ethics and worldviews
- knows the ideas of Norwegian Deep-ecology
- knows how civil society and educational professionals can contribute to a more substantial thinking and praxis both at the individual level and in politics.
- knows outdoor education, wilderness camping and other methods used in environmental education (in Norway)

Skills

The student

- can recognize and display different ideas of ecological thinking and praxis in professional and civil life
- can conduct and analyse environmental discourses
- can teach Green worldviews, environmental ethics, and green political ideas.

General competence

The student

- can develop a critical and ecological awareness towards worldviews, ethics and political ideas.
- can recognize and use adequate language, models, methods as a tool to displaying ecological citizenship

Content

Global and local environmental challenges, Environmental history, Environmental ethics, Green politics, Eco-theology and Eco-philosophy. Environmental education, Outdoor Education, transformative practice.

Climate change, environmental problems and globalisation have challenged traditional perspectives in politics, ethics and religion. This 'green enlightenment' sometimes referred to as 'an ecological cultural paradigm shift', has created new perspectives and new values in established worldviews and in ethics. This 'global green enlightenment', and how scholars have and can contribute in it, is the object of this course. This course is interdisciplinary and addresses teachers, social workers and other professionals engaged in the greening of society. During the course, the students will experience both indoors academic discussions and outdoor education in Norwegian nature.

Forms of teaching and learning

Lectures, workshops, projects, assignments

Groups of varying sizes and individual work.

Outdoors education including camping in Norwegian wilderness.

In and out of classroom, projects in society (in public sector, non-governmental organisations, private sector, schools and religious institutions).

Workload

Approximately 20 hours per week. May vary throughout the semester.

Coursework requirements - conditions for taking the exam

The following required coursework must be approved by teacher before the student can take the exam:

1. Approved attendance of minimum 80%.
2. Compulsory environmental trip and outdoor education excursion.
3. A written individual report (approximately 2000 words) on a given problem formulation.

Examination

Home exam (3 days, approximately 3000 words) on a chosen problem formulation on ecological citizenship (written in English or a Scandinavian language).

Marks A-F. A indicating excellent, and F indicating fail.

Examiners

Internal examiners.

Course evaluation

Throughout the course.

Literature

The current reading list for 2023 Spring can be found in Leganto

LNCE10517 Staging citizenship - art and democracy (Spring 2023)

Facts about the course

ECTS Credits: 15

Responsible faculty: Faculty of Teacher Education and Languages

Campus: Halden

Course Leader: Gunhild Brønne Bjørnstad

Teaching language: English

Duration: ½ year

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The course is connected to the following study programs

Optional course, relevant to school.

Absolute requirements

Higher Education Entrance Qualifications.

Applicants with Certificate of Upper Secondary Education from other than the Nordic countries can be granted dispensation from the requirement of proficiency in the Norwegian language on condition of documented proficiency in the English language, cf. Regulations for Admission to Study Programmes at Østfold University College, section 3.

Lecture Semester

Spring

The student's learning outcomes after completing the course

Knowledge and understanding

The student

- can recognize the relations between drama and citizenship;
- is familiar with a selection of enacted interpretations in history and contemporary society;
- can give an account of applied theatre methods of interpretation.

Skills including transferable skills

The student

- can use methods of applied theatre to interpret critical portrayals of society;
- can conduct and analyse democratic artistic processes in society;
- can contextualise ritual and dramatic expressions and critiques of political situations.

General competence

The student

- can develop a critical awareness of democracy as participatory practice;
- can recognise and use artistic and ritual expressions as tools for enacting citizenship

Content

Is society staged? In this module, students learn to interpret dramatic portrayals of society. Communities develop through self-portrayal and conversation. Using methods of applied theatre, students will analyse enacted interpretations and critiques of historical and contemporary case studies. Examples will include contextualized dramatic texts, rituals, and field studies in citizenship formation. Our approach draws on both social-scientific and aesthetic disciplines. The course will involve training in the method of applied theatre, together with readings in contextualized performances and work on case studies in the local Nordic context.

Forms of teaching and learning

Lectures, workshops, projects, assignments

Groups of varying sizes and individual work.

In and out of classroom, projects in society (in public sector, non-governmental organisations, private sector, schools and relevant institutions).

Workload

Approximately 20 hours per week. May vary throughout the semester

Coursework requirements - conditions for taking the exam

The following required coursework must be approved by teacher before the student can take the exam:

- Approved attendance of minimum 80%
- Attendance in practical workshop (3 days) on a given topic

Examination

The total assessment of the course consist of two partial exams:

- Individual essay throughout the semester (approximately 3000 words) (60% of total) on a chosen problem formulation. Internal examiners.
- Practical group exam on a given theme (40% of total). Further described in the semester plan. Internal and external examiners.

An overall individual final grade is awarded for the course using grading scale A to F. A indicating excellent and F indicating fail. Both parts of the exam must be passed in order to pass the course.

Course evaluation

The course will be evaluated at the end of the semester.

Literature

The current reading list for 2023 Spring can be found in Leganto