

Approved by the Faculty of Education Council on May 23rd 2013

Master of Educational Management and Leadership



**Institute of Educational Leadership
Faculty of Education
University of Jyväskylä**

CURRICULUM

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Master of Educational Management and Leadership

1 International framework of the programme

1.1. It is about nation building

All over the world, nations are struggling to create a better future for their citizens, families, organizations, NGOs and businesses.

In that task one point is vital. It is the development of the entire educational system of the nation including the administrative policies and structures, regional and local educational administration, school work and educational practices and, of course, securing good leadership at school level.

It is the responsibility of the Ministry of Education and the school administrator to guarantee the sustainable development of both the educational administrative system of the nation, teaching proficiency of all school teachers, and quality of all school leaders.

We know that educational administrators are in a key position to

- create and implement new visions and strategies to entire educational systems
- ensure the future creation of the region/nation in question
- develop the leadership capacity of the local school leader

The educational leader is the key change agent or an architect to the school organization as part of any nation building. Today, the educational leader needs a vast amount of new competencies in this demanding task. The educational leader must be able to

- design the structural solutions and formulate the mission and the vision for the educational organizations
- use participative methods in doing the previous
- manage and lead change
- administer team and group dynamics
- utilize the potential of each employee
- network with the stakeholders

International research shows that an educational leader can make a difference

- in student learning performance and outcomes
- in teachers professional development
- in building a learning community
- in creating an innovative organizational culture
- in enhancing the organization's values and vision
- in stakeholder relations

1.2. International connections where the Institute plays the key role

International connections have played a key role in the work of the Institute for several years. The Institute of Educational Leadership was the initiator of the collaborative agreement that was made between The University of Kentucky in Lexington and the University of Jyväskylä in 2004. The agreement was the first step the Institute had in its international collaboration. The first step was soon followed by the establishment of the International Symposium on Educational Reform (ISER) in 2005 through the cooperation of the University of Jyväskylä and the University of Kentucky. The purpose of the International Symposium on Educational Reform (ISER) is to provide venues for university graduate students, educators, professors, practitioners and policymakers to examine educational reform from a global perspective, discuss common issues facing educational leaders, and to promote international understanding. The original organizers and founders of the ISER were joined by East China Normal University in Shanghai, China and the University of Pretoria in South Africa. The ISER is hosted yearly by its membership universities.

Coordinated by the University of Oslo (Professor Arild Tjeldvoll) and the Norwegian School of Management (Professor Anne Welle-Strand) an extensive comparative research project (HEAD) was carried out in 2003-2008 on the quality of leadership education for educational institutions in five countries. The focus was on comparing the quality of educational leadership and management programmes in Norway, Finland, France, England and the USA. Professor Jukka Alava, director of the IEL and Principal Kyösti Värri wrote the report on Finland.

At the core of the research conducted by the Institute of Educational Leadership is the national research program for the Finnish Ministry of Education and Culture. The program has been examining educational leadership in the local provisions of general education since 2008. The program comprises the first national studies on superintendents, school boards and principals. In addition to surveying the status and changes of educational leadership in the municipal and school level, the program also includes interview studies on leading educational change in municipalities and schools. Future studies will contain follow-up studies and research on educational leadership in the classroom level.

The national research program on educational leadership expanded shortly after its introduction into an international one. Today the Institute of Educational Leadership is a member of a dozen international top research networks on educational leadership. Collaboration especially with the Nordic countries and the USA is both intense and active. Studies similar to the national research program are conducted all over the world, and there are several research networks both extending and deepening the scope of the national program. At the moment special interests include pedagogical leadership, distributed leadership, change leadership and social justice leadership, just to mention a few. It is also in these areas where the Institute particularly attempts to develop educational leadership theories as well. In addition, IEL is an active participant in high-quality international research conferences on educational leadership and an internationally productive publisher in educational leadership.

Since the international Master's Degree Programme was launched in 2007, an ethnographic qualitative research has been conducted on it. The focus of the research is to document and analyze the phenomena that emerge in the process of establishing a new international degree programme, making it sustainable, and studying, teaching and learning in a multicultural international peer group in the fairly monocultural Finnish society. Such a profound longitudinal research is quite rare in the research on multicultural and international education.

The Institute of Educational Leadership participates in numerous international projects and educational events globally. The core objectives of the Institute of Educational Leadership in the strategic plan for the year 2015 include becoming the most significant academic provider of educational leadership in Finland, as well as participating actively in international cooperation. Among other things the Institute is a member in the Finnish National Board of Education workgroup reforming school leadership and the corresponding education, and the Finnish representative in the European Policy Network on School Leadership. The aim is for the IEL 2015 to be a centre of excellence in educational leadership, strongly developing towards a centre of excellence in the research of the field.

The core purpose of the MEd programme and IEL is to build a genuine international learning environment utilizing the best possible resources of the participating universities. The universities can provide courses and seminars in the programme and also send students and lecturers into the programme. It is equally possible that any participating university might adopt this programme, aiming possibly at a joint-degree programme depending on the legislature and goals in the respective countries.

2 Basis and aims of the MEd studies

The virtual programme Master of Educational Management and Leadership (MEd programme) is prepared on the campus of the University of Jyväskylä in Finland. All the lectures from our on-campus Master's Degree Programme in Educational Leadership (MPEL) have been video recorded in the TV studio. The recorded lectures have been edited and formatted to fit the distance learning application. All the other activities and readings from our on-campus programme MPEL have been transformed into a distance learning format.

Each course in the MEd programme consists of several video lectures, readings and assignments, and links to internet-based materials. For each cohort starting the programme, a supervising teacher, an online tutor and a director in charge will be assigned. The students always work in small groups of ca. 10 people and there will be specific interaction among these groups according to our pedagogy.

The Master of Educational Management and Leadership programme is a 2.5 year programme of 80 ECTS credits providing both theoretical knowledge and practical skills required in the complex field of educational leadership in different settings. The aim of the programme is to develop internationally oriented professionals and experts for the field of education and educational leadership. Learning is built on the scientific expertise and practical experiences of the participants operating in a collaborative network of universities, schools and educational institutions. The programme is constructed to integrate all the key elements of management and administration in education and educational leadership in order to achieve good results and to give guidelines for applying good practices to different settings.

In order to acquire the required qualifications to act as a school leader or a principal, the students need to confirm the transferability of the Master of Educational Management and Leadership studies with the educational authorities in their respective countries.

The education for the Master of Educational Management and Leadership provides the student with

- a good knowledge base of the major subject
- facilities to apply scientific knowledge and practice
- skills in operating in working life as an expert for the development of the field
- possibilities to develop communication and language skills.

3 Focus is on mutual learning

The roots and the basis of the MEd programme are in the long tradition of education and teacher education in the University of Jyväskylä in Finland. The Faculty emphasizes the contribution of the cultural and ethnic diversity of this multinational online student community to the learning framework of the programme.

The guiding principle of our work and of the means by which it is implemented is the respect for the worth, integrity and equality of every human being also in their role as learners. Our conviction is that learning is a mutual process. The faculties in their role as providers of education are also learners. Through shared learning we believe in our value basis deepening and radiating via the future experiences of our students.

The culture of accessing every student, taking them into consideration as distinguished clients and unique human beings conveying a remarkable input into the MEd programme, is parallel to the customer culture characteristic of the Finnish speaking programmes of the Institute. Because the student cohorts come from all corners of the world, an additional approach of care and caring has been developed into the online programme to ensure meeting the students' needs expeditiously and to secure a steady progress in their academic achievement.

Our concept of the human being is based on the humanistic-socioconstructivist views. The humanistic perspective entails that we believe in every human's right, capability and potential to grow towards becoming themselves and we are committed to enhancing this growth. Further, we believe in the reality of the human being constructing him/herself in relation to another human being and it is our objective to enable the opportunity for this growth. We respect knowledge and the accumulation of it and we endeavour to create knowledge from knowledge. We believe in knowledge growth, creation and realization from the social context where it is encountered and researched. From this perspective follows the maxim that in our MEd programme we expect regular attendance in the online courses, as the student is an essential contributor to the learning of his/her peers and that of the lecturer in the context of the course.

Thus, the pedagogical solutions applied are based on the needs of the learners and their previous learning experiences. The focus is on learning. Learning is constructed in the interaction and reflection of research based knowledge and learners' learning processes and learning background. One of the focuses of the programme is to build a community of learners.

The emphasis of the studies is on the students personal reflection. In each course students are expected to write personal reflective reports about their thoughts and ideas. The purpose of these reports is to lead students to explore their own personal experiences and thinking in relation to the studied material in order to gain new understanding and develop new improved practices in the future.

In the reflective reports students are expected to give considered and argued views of how the content has possibly affected them, how they feel about it and, what kind of ideas it has given to them. The report can also include a critical perspective on the studied material. The reflective writing works as evidence of what the students have learned and what they will take with them from the experience.

4 Quality assurance

The MEd programme aims at an excellent quality of teaching and active learning. Experienced national and international experts as lecturers in the video lectures with a learner's attitude guarantee quality learning. The hundreds of video lectures are constantly being monitored and revised. The programme utilizes the feedback and quality assessment system developed at the Institute of Educational Leadership. In all its programmes, feedback on all the courses is collected, analyzed and utilized.

Students are also expected to commit themselves in the feedback process by giving feedback actively. We are able to develop our course materials and teaching methods based on given feedback. The Institute of Educational Leadership has also developed a positive customer-oriented culture, which is essential in conducting international programmes. The international students are welcomed customers, and it is the policy and commitment of the Institute to care for them holistically. In addition to the previous, the quality assurance criteria used at the University of Jyväskylä are applied in the planning and implementation process of the MEd programme.

The Quality Assurance System of the University of Jyväskylä covers all the activities of the University, ensures continuous assessment and improvement of the activities and provides support for the direction, relevance, goal orientation and quality of the activities. Quality Assurance refers to practical quality work. Quality assurance is based on joint agreements on the procedures and responsibilities of the quality work done at the University. Quality assurance produces systematic evaluation information that enables continuous improvement in the University's performance and effectiveness. Quality assurance takes place among other things through regular internal and external auditing.

In compliance with the planning process of the Institute's functions, the MEd programme is developed through strategy work, analysis of customer feedback, course contents evaluation, and developing the international network. The university teachers of the MEd programme and all the students are involved in developing the programme, and evaluation is requested from the graduates of the programme.

5 Assessment basis

CREDITS

The University of Jyväskylä uses the European Credit Transfer System (ECTS) in all departments. In ECTS, 60 credits represent a workload of one full-time study year (30 ECTS credits per semester). In the MEd programme the student is expected to study 16 ECTS per semester. The ECTS credits reflect the quantity of work each course requires in relation to the total quantity of work required to complete a full year of academic study at the institution. In the MEd programme this means watching the video lectures, doing the individual work required in every online course and attending the two day seminars once per semester. One ECTS is equivalent to 27 hours of work.

GRADES

The Institute of Educational Leadership uses the grading scale of the University of Jyväskylä. The numerical scale is from 1 to 5, with 1 as the lowest and 5 as the highest grade, corresponding to the ECTS scale as follows:

University of Jyväskylä scale	ECTS grading scale
5 (excellent)	A
4 (very good)	B
3 (good)	C
2 (satisfactory)	D
1 (sufficient)	E
0 (fail)	FX,F

In the Master of Educational Management and Leadership programme the grades are in relation to the accomplishment of the expected learning outcomes of each course. The requirements as well as the assessment criteria are set for each course and specified in each course overview. The assessment of the courses in the MEd programme is based on the following issues: all the video lectures are watched, the reflective reports are written and the written assignments are done. The lecturer specifies the evaluation criteria in the beginning of each course. We adhere to academic integrity: fabricating, plagiarizing and presenting work of other people as one's own is unacceptable in our MEd programme.

In general the criteria of the numerical scale are as follows:

Grades 5-4 (excellent-very good):

The subject is processed extensively and with a great diversity. The materials are utilized self-reliantly and appropriately with relation to assignment. Theories and concepts of theories are opened, explained and justifiably applied to practice. The focus of the assignment is on essential matters. The writing as a whole is explicit and outlined, yet personal and complete.

Grade 3 (good):

The theories and concepts are brought out reasonably well. The materials and video lectures are utilized self-reliantly and appropriately with relation to assignment. The assignment is processed through, but the discussion about the subject matters is unbalanced and biased. The writing is slightly summary-like and impersonal, yet still objective.

Grades 2-1 (satisfactory – sufficient):

The basic facts are brought out, but insufficiently and with superficial processing. The materials are utilized poorly but still self-reliantly. The video lectures are only partly watched. The writing is uncoordinated and unstructured and it doesn't reflect the holistic understanding of the subject. Subjective reflection is scarce.

Grade 0 (fail / to be reprocessed):

The subject is processed poorly. Some theories and explanations of concepts are missing and they are not adapted to practice. The materials are not used appropriately and sometimes replaced by unjustified subjective reasoning. The video lectures are not watched at all. The assignment is only partly done or it is wrongly understood.

6 Programme faculty

The University of Jyväskylä is the home of the most remarkable concentration in educational sciences, teacher training, educational research, evaluation and Open University in Finland. It houses the Faculty of Education divided into the Department of Education and Department of Teacher Education. Separate Institutes like the Secretariat of the Finnish Education Evaluation Council and the Finnish Institute for Educational Research (FIER) are also part of our University. The FIER is also the home of the PISA studies in Finland. With this accumulated critical mass of provision in the field of education on campus, both in terms of instruction and research, our programme can rely on the availability and stability of high quality teaching resources in the most varied areas of education.

The faculty also consists of visiting international professors and senior principals from the field. Senior educational leaders and principals, who have graduated from the MEd programme, work as lecturers and online tutors in the MEd programme.

The scientific director of the MEd programme is the director of the Institute of Educational Leadership, Professor Jukka Alava. The director of the operations in the MEd programme is Päivi Kananen. The members of the management team of the MEd programme are Principal Juha Järvinen, Postdoctoral Researcher Pekka Kanervio, Superintendent Osmo Polas and Educational Manager Ritva Ylitervo.

The international advisory board consists of Professor Jukka Alava, Professor Emeritus Arild Tjeldvoll (University of Oslo), Professor Lars Björk (University of Kentucky) and Professor Johan Beckmann (University of Pretoria).

7 Programme structure 80 ECTS

Compulsory e-learning courses 38 ECTS

ELSS110	Orientation to Studies, 1 ECTS
ELSS210	Roots and Future of Leadership in Education, 4 ECTS
ELSS250	Sharing Leadership and Increasing Human Capital, 4 ECTS
ELSS340	Implementing Pedagogical Leadership, 4 ECTS
ELSS410	In Search for Educational Excellence, Global Trends, 3 ECTS (Finnish students) or
ELSS420	Success Factors in Educational Achievement: PISA in Finland, 3 ECTS (Int'l students)
ELSS760	From Interpersonal to Intercultural Communication, 3 ECTS
ELSS730	Intercultural Competence in Leading Multicultural Teamwork, 3 ECTS
ELSS740	Leading Organizational Behaviour, 3 ECTS
ELSS810	Improving Leadership: Analyzing and Managing Organizational Phenomena by Reframing, 4 ECTS
ELSS820	Leading Strategic Learning, 4 ECTS
ELSS840	Leading Change, 3 ECTS
ELSS901	Research Seminar I, 2 ECTS

Master thesis 15 ECTS

Optional e-learning courses 27 ECTS

ELSS220	Role of School Leadership and School Leadership Training, 3 ECTS
ELSS320	Ethical Leadership, 4 ECTS
ELSS430	Learning from Practice: Visiting Educational Organizations, 3 ECTS
ELSS510	Management for Educational Reform, 3 ECTS
ELSS540	Evaluation and Assessment in Quality Work, 3 ECTS
ELSS550	Managing Finances and Administrative Practices, 3 ECTS
ELSS560	Integrative Educational Policies, 3 ECTS
ELSS570	Managing Networked Lifelong Guidance Practices and Policies, 3 ECTS
ELSS611	Qualitative Research Methods I, 3 ECTS
ELSS612	Quantitative Research Methods II, 3 ECTS
ELSS750	Leadership in Organizational Learning, 3 ECTS
ELSS830	Leading Competence and Capacity Building, 3 ECTS
ELSS011	Organizational Theory and Analysis, 3 ECTS
ELSS012	Leading Creativity and Innovation, 3 ECTS
ELSS015	Aspects of Education Reform in Challenging Circumstances, 2 ECTS
ELSS018	Educational Leadership in South Africa, 2 ECTS
ELSS025	Internship 2-6 ECTS
ELSS026 –	ELSS030 Partner universities' courses 2 - 4 ECTS
ELSS031 –	ELSS035 International conference participation 1 - 5 ECTS
ELSS036	Literature 2-10 ECTS

Compulsory courses (38 ECTS)

ELSS110 ORIENTATION TO STUDIES

Credits 1 ECTS

Overview

The orientation module leads the students to the objectives of the programme, introduces its curriculum and pedagogical foundations and provides a basis for developing competences in the programme. This introductory course familiarizes students with the Virtual Learning Environment and ICT systems of the Programme. This course is aimed at building the prerequisites for the studies.

The course is linked with EDLS901 and EDLS210. The course assignment introduces the students to the basics of academic writing.

Learning outcomes

Upon completing this course, learners are expected to be able to

- understand the programme as a whole
- have skills and access to the necessary information systems of the Programme
- identify their personal aims and development areas
- analyze their own learning and plan their studies.
- understand the basic requirements for academic coursework

ELSS210 ROOTS AND FUTURE OF LEADERSHIP IN EDUCATION

Credits 4 ECTS

Overview

This course is the introductory course to the Master of Educational Management and Leadership programme. The goal of the course is to give a broad overview of the whole programme and to explain the interconnectedness of different courses. The course builds a bridge from the historical roots of leadership, and management to the future orientation in educational leadership. This course focuses also on different definitions and dimensions of leadership, core elements of organizational behaviour, organizational culture, and organizational change. The aim is to give perspective to the most important elements of leadership dimensions in educational organizations. Special attention is given to behaviour and interaction, to the role of an educational leader, to organizational culture, and to leadership for strategic learning.

Learning outcomes

Upon successful completion of this course, the learners are expected to be able to

- understand the importance of the historical development of leadership

- recognize, value and utilize the notions of leadership, management and administration in their own organization and in different cultures
- understand the basic concepts in educational leadership and the ability to use them in practice
- recognize and analyze different tasks and roles of school leaders, and determine their own role in their present educational organizations
- differentiate human behaviour, interpret possible tensions in interactions and in teams, and modify their own behaviour for better interaction
- utilize the core notions of organizational culture, strategic learning, and visionary leadership in their own organization

ELSS250 SHARING LEADERSHIP AND INCREASING HUMAN CAPITAL

Credits 4 ECTS

Overview

Like entire societies, also schools are rapidly changing in most countries. The role of schooling and educating is taking an ever more important role in nation building and future creation. Traditionally, schools and educational administrative systems have been rather hierarchical, bureaucratic and top-down entities. The old model has been heavily criticized and today we are building organizations that are more flexible, network-based internally and externally, flat structured, and professionally oriented. The concepts of school organizations and school leadership are changing. Leading and managing schools is dramatically changing from the old paradigm of top-down administration to the quantum paradigm. The concept of leadership is evolving from a one-leader paradigm towards collaboration, participation and teacher leadership. This all calls for a deeper understanding for all school leaders to grow as leaders.

Learning outcomes

Upon successful completion of this course, the learners are expected to be able to

- understand the historical development of school organizations and school leadership in respect to paradigm change in leader orientations
- reflect on the change in their own contexts
- develop and support collaborative teams and promote collegial interactions that improve student learning and the effectiveness of educational practices
- improve the quality of collaboration and interaction with families and other stakeholders
- as an educational leader promote and enhance teacher leadership skills
- understand and use professional development designs and programmes
- reflect themselves to the concept Peter's Principle and be able to grow as leaders

ELSS340 IMPLEMENTING PEDAGOGICAL LEADERSHIP

Credits 4 ECTS

Overview

The aim of the course is to enable students to apply broad pedagogical leadership in their work as educational leaders. Students examine changes taking place in their operational environments and

reflect on broad pedagogical leadership as an approach to meet the challenges the changes create. The traditional view on pedagogical leadership is updated to be able to correspond to the changing operational environment. The update emphasizes looking at pedagogical leadership as an organizational approach. The leading and management of the know-how and learning of schools to enable modern student learning and future creation is at the core of this approach. In the application of broad pedagogical leadership particular interest is given to leading and managing the developmental processes: to direct, indirect and interactive leadership.

Learning outcomes

Upon completing this course, learners are expected to

- identify essential changes in their operational environments
- be familiar with the concept of broad pedagogical leadership
- understand the significance and role of broad pedagogical leadership in developing education
- be able to apply broad pedagogical leadership in their own work

ELSS 410 IN SEARCH FOR EDUCATIONAL EXCELLENCE, GLOBAL TRENDS

Credits 3 ECTS

Overview

The purpose of this course is to study the prevalent concepts in the field of comparative and international education enhanced by globalization. Globalization seems to push for convergence of education policies and reforms worldwide, but there are also important local legacies in terms of curriculum philosophy and culture that counteract the forces of convergence. On the other hand, there is an increasing number of international schools emerging around the world. Their curriculum and organization are analyzed as examples of international education trends caused by globalization. A focal point throughout the course is the effect of internationalization on educational leadership.

Learning outcomes

Upon completing the course, the learners are expected to be able to

- command the key concepts from the field of comparative and international education
- analyze a particular country's education policy
- identify converging education policy trends internationally
- be familiar with recent education reforms in different cultural contexts
- position their own country's education policies in contrast to international trends
- analyze the effects caused by international converging trends on the status and position of school leadership

ELSS420 SUCCESS FACTORS IN EDUCATIONAL ACHIEVEMENT: PISA IN FINLAND

Credits 3 ECTS

Overview

Finland has succeeded exceptionally well in the PISA (OECD Programme for International Student Assessment) student achievement assessments since the first assessment in the year 2000, which has

resulted in a growing international interest in the educational system of Finland. With the assistance of various professors at the University of Jyväskylä and other experts, the students will explore the various reasons behind the success of Finland in PISA assessments and discuss the possibilities and impossibilities of applying these factors to different countries and cultures.

Learning outcomes

Upon successful completion of this course, the learners are expected to be able to

- study and analyze the results of international assessments of student outcomes
- evaluate the Finnish education system and its effects on the PISA results
- understand the importance of individual context, national history and culture, and state of educational policy in their own country as primary factors when attempting to enhance educational outcomes

ELSS730 INTERCULTURAL COMPETENCE IN LEADING MULTICULTURAL TEAMWORK

Credits 3 ECTS

Overview

The course deals with intercultural competence, leadership and multicultural teamwork with a special focus on educational contexts. The aim of the course is to critically study existing approaches and models of intercultural competence and review them by incorporating new approaches, including the ethical dimension of communication. Measuring intercultural competence as well as intercultural competence training will also be discussed. To be interculturally competent in professional contexts increasingly requires the ability to work together with people of different cultural backgrounds, often in multicultural teams. Diversity may be enhancing but it also may lead to unexpected challenges and tensions if not properly handled.

Learning outcomes

Upon successful completion of the course, the learners are expected to be able to

- understand intercultural competence on the theoretical and conceptual level
- discuss and critically evaluate the major approaches to intercultural competence in research and professional applications
- understand the cultural dynamics taking place in multicultural team work
- relate the studies to the professional life and their own professional realities
- create suggestions to the enhancement of intercultural competence of professionals in multicultural educational contexts.

ELSS740 LEADING ORGANIZATIONAL BEHAVIOUR

Credits 3 ECTS

Overview

The purpose of this course is to learn the development of the concept and research paradigms of organizational leadership. In particular, the course focuses on the main perspectives of leadership and

follower behaviour, and group dynamics, ethics in leadership, and leadership and gender. The course also focuses in understanding the career path for any leader giving building blocks to every educational leader to build their own careers.

Learning outcomes

Upon successful completion of this course, the learners are expected to be able to

- understand the development of the concept of organizational leadership and differentiate between the main research paradigms of leadership
- understand the main elements of leadership and follower behaviours and group dynamics
- reflect on and evaluate their own orientation in leadership behaviour
- understand the main approaches of ethics in leadership and value the role of ethics in leadership
- construct building blocks for individual career development
- understand and reflect on the role of gender in leadership
- understand and evaluate their own skills, interest, basic values as well as motives in a managerial career

ELSS760 FROM INTERPERSONAL TO INTERCULTURAL COMMUNICATION

Credits 3 ECTS

Overview

The course introduces the basics of interpersonal communication and adapts it to an intercultural context. The course works also as an introduction to leadership behaviour and team building with a special focus on the development of relationships and communication in a multicultural context.

Learning outcomes

Upon successful completion of the course, the learners are expected to be able to

- understand the basic elements of interpersonal communication
- know how personal beliefs, attitudes, and behaviour affect communication
- become more aware of their own behaviour and personal communication style
- identify and analyze the meaning of culture within developing and maintaining interpersonal relationships in organizational / business contexts

ELSS810 IMPROVING LEADERSHIP: ANALYZING AND MANAGING ORGANIZATIONAL PHENOMENA BY REFRAMING

Credits 4 ECTS

Overview

Traditionally, leadership has been seen as a 'remedy' to the problems the organization faces, and in doing so, it has very often been misunderstood. Several leadership models and frameworks do not take into account that leadership is context-bound, situational, and often takes place in complex settings. To be successful and effective in leadership requires more in-depth approaches and thorough understanding than was possible with the one-sided approaches of leadership. The rationale of this

course is getting to know different perspectives and frameworks in studying organizations and leadership. Using this multi-frame perspective gives us a more thorough understanding on analyzing and managing organizational events. The frameworks studied are structural, human, political and cultural frames of reference as described in the course book (Boleman & Deal).

The goal of the course is to increase students' ability to critically observe educational organizations and based on that analysis develop organizations and also their own leadership behaviour. Through deepening their theoretical understanding, students are more capable of exploring and evaluating real-life situations. Via critical observation of present organizational structures and management systems the students become capable of working as change agents in their own organizations.

Learning and understanding will deepen through comparing the perspective attained through different frames of reference. The aim is to get a wide and well-grounded view of organizational phenomena and thus avoid narrow and stereotypical interpretations.

Learning outcomes

Upon successful completion of this course, the learners are expected to be able to

- deepen their understanding about organizational phenomena through comparing the perspective attained through different frames of reference
- to get a wide and well-grounded view of organizational phenomena and thus avoid narrow and stereotypical interpretations
- develop their analytical skills in using theoretical frames of reference in studying organizations in real life.

ELSS820 LEADING STRATEGIC LEARNING

Credits 4 ECTS

Overview

The focus of this course is to build a comprehensive perspective on strategic thinking in educational organizations. There is an important change in organization theory from strategic planning into strategic thinking, and this course gives perspectives to reorient the roles of educational organizations at school, district and national levels.

The goal of this course is also to explore the special features of professional organizations, because educational organizations are on their very essence professional. The major changes that schools and other educational organizations undertake worldwide call for leadership skills, professionalism, and organizational system-wide learning. The call to create communities of learners has increased. The aim is thus to explore the core elements in organizational learning and in creating communities of learners, and to integrate individual learning into organizational change processes. By introducing research findings, the students are given possibilities to combine research to their real-life situations. Analyzing the notion of the cognitive styles, a framework of Strategic Learning Cycle is introduced for understanding and implementing change.

Learning outcomes

Upon successful completion of this course, the learners are expected to

- be able to detect different individual cognitive styles and utilize them in team and interpersonal development

- analyze their own cognitive styles and construct individual development orientations
- build development plans for their own educational organizations utilizing the strategic learning cycle
- develop their strategic thinking capabilities
- utilize the strategic thinking and Strategic Learning Cycle framework in strategy planning and implementation efforts
- analyze the different elements of professional organizations and conduct major development efforts in proceeding on the 'ladders' of professional organizations

ELSS840 LEADING CHANGE

Credits 3 ECTS

Overview

One of the most important themes in educational organizations in most countries is change, but at the same time it is one of the least understood phenomena. The goal of this course is to construct, based on the intensive research on organizational change, a variety of approaches to change. In this effort, emphasis is given on both organizational dynamics in change and elements of individual behaviour when facing change. In this respect, the key points are understanding change resistance, facing strong individual feelings, and understanding the power of emotions at workplace.

Learning outcomes

Upon successful completion of this course, the learners are expected to be able to

- see change as an essential element in developing educational organizations
- analyze change in real settings with frameworks presented in the course
- recognize the elements of change resistance and utilize the change management skills in overcoming change resistance
- analyze the various feelings present in actual situations at work
- improve interpersonal interaction utilizing the knowledge of emotions at work
- develop skills to face strong feelings at work.

ELSS901 RESEARCH SEMINAR I

Credits 2 ECTS

Overview

The aim of this course is both to clarify the purpose of doing research into educational leadership and to elaborate on the use of research results in educational development. Special attention is given to the identification of researchable problems in educational leadership, the research process and to formulating research questions. The key concepts and approaches in education and in human sciences are introduced. The goal of the course is both to plan and develop the MEd -thesis and practice the skills needed in the thesis.

Learning outcomes

Upon completing the research seminar, learners are expected to be able to

- independently assess educational phenomena and identify researchable problems
- formulate appropriate research questions
- demonstrate their ability to find and use academic references and various knowledge sources
- ability to access, evaluate, and review relevant research literature
- demonstrate both oral and written academic communication skills
- understand the skills needed for completing the Med -thesis
- possess capabilities for conducting and managing research consistent with the principles of research ethics, and the professional practice.

ELSS919 MEd THESIS

Credits 15 ECTS

Overview

The MEd thesis is an independent study combining theory with practice comprising a synthesis of the entire Master programme. There are two options concerning the form of the thesis: the emphasis on the work can be either on theoretical or practical issues. In the first option, the thesis focuses on the theories and other scientific literature and the student writes a broad theory and literature review. For the students who aim to continue to a Master's Degree, the MEd - thesis with the theoretical emphasis is obligatory and will be part of the Master's Degree thesis. In the latter one, the focus is often on improving the student's own organization, thus being most beneficial both to the student and to the organization. The topic of the latter option may focus on a practical issue.

Learning outcomes

Upon completing the MEd thesis, learners are expected to be able to

- independently assess educational phenomena and identify important problems
- demonstrate their ability to use various knowledge sources and academic references
- compose and conduct an independent research project from proposal to final report
- demonstrate written academic communication skills

Optional courses (27 ECTS)

The programme includes optional studies according to the student's personal interest. The course/courses chosen in this module should be defined in the student's personal study plan (PSP). The extent of these optional studies is at least 27 ECTS credits.

ELSS220 ROLE OF SCHOOL LEADERSHIP AND SCHOOL LEADERSHIP TRAINING

Credits 3 ECTS

Overview

This course gives an overview of leadership and management in schools. The purpose is to apply general views of leadership to the school context. Students are expected to have basic knowledge of different perspectives of leadership (see EDLS210). The course focuses on the historical development of school leadership, and special attention is given to different ways of conducting school leadership training in various countries. When participating in this course, students are expected to familiarize themselves with the school leadership training in their own (or a foreign) country by writing a report on it.

Learning outcomes

Upon completing this course, the students are expected to be able to

- analyze different perspectives of leadership in schools
- understand the increasing need of leadership in schools
- categorize the basic features in the development of school leadership
- understand the role of school leadership and school leadership training as a crucial factor in school development
- identify different ways of conducting school leadership training.

ELSS320 ETHICAL LEADERSHIP

Credits: 4 ECTS

Overview

This course focuses on the core areas of leadership – values, ethics, responsibility and professional identity. The goal of the course is to give participants instruments for them to develop as educational leaders. The rationale of this course is based on the fact that all educational leaders are moral and ethical leaders and that all educational organizations are built on strong values. This course addresses the role of schools as educational and moral institutions, emphasizes the role of educational leaders in fostering moral codes and working as mediators in situations with contradictory values. Problem solving and decision making become easier for those who fully understand their own leadership identity and its ethical foundations.

The course also focuses the students on the relationship of responsible leadership and an ethics of care and caring, and how it materializes in creating an everyday quality social environment for learning

for our students from diverse social backgrounds. Through studying relevant theory and practical models, and relating them to their personal leadership ethics and cultural context, the students will build practical models of ethical schools, to ensure effective learning results.

An essential task for the students in this course is constructing and analyzing their own leadership philosophy, and solving cases involving serious ethical dilemmas.

Learning outcomes

Upon completing this course, learners are expected to be able to

- classify and interpret the main theoretical concepts / terminology of the subject
- discover, analyze and explain the phenomena contributing to leadership identity
- analyze the connection between different leadership styles and ethical dimensions
- assess their own value base and formulate their professional identity
- assess various leadership styles and their connection with one's values
- understand what responsible leadership and an ethics of care and caring entail and what the lack of them results in
- analyze the components of a quality social environment for learning
- develop their own models of caring, responsible leadership for learning into their own contexts.

ELSS430 LEARNING FROM PRACTICE: VISITING EDUCATIONAL ORGANIZATIONS

Credits 3 ECTS

Overview

This course aims to combine the theoretical knowledge about leadership, management and administration with a growing understanding gained from visiting schools of basic, secondary general, secondary vocational and informal liberal arts education both public and private. The students are guided, tutored and mentored by the principals and leadership teams as well as by teacher and student leaders in the schools. They get a chance to shadow the leadership work, and to also contribute to school work. The visits take place through varying practical arrangements, in big or small groups, on individual days or in longer periods depending on the yearly feasibility of the practical arrangements. After the study visits the students write ethnographic and/or reflective reports and discuss their observations and findings in a workshop or seminar, relating them to the studied theories on educational leadership.

Learning outcomes

Upon successful completion of the course, the students are expected to be able to

- construct their personal 'theory in action' both in analysing and in realizing educational leadership
- build a wide perspective on educational leadership practices
- use the theoretical knowledge acquired in other courses, critically analyse the educational leadership practice
- in groups discuss and synthesize theory and practice into reports of good practices
- formulate school wide development plans.

ELSS510 MANAGEMENT FOR EDUCATIONAL REFORM

Credits 3 ECTS

Overview

The goal of the course is to detect the complex and multifaceted picture of the field where the school leader operates: local, regional, national and international structures, networks, resources and challenges. Special attention is paid to the societal and sociological perspectives of the school system and educational policy. The aim is for the educational leader to understand changing social, economic and political contexts and how to lead educational change efforts.

One basic focus of the course is on exploring the theoretical and practical structure of educational administration in one municipality, one education provider, and analyze the possibilities and problems brought up to administrative and pedagogical authority and expertise. From this basis, we expand the illustration on the policies, cultures, and pressures to network that challenge the concept of school and education system to change, as well as the role of leadership and management in centralized and decentralized administration.

The subsequent focus is to give an overview of leadership and management in a network of organizations. The aim is to understand the reality school organizations (in public, private and liberal adult education) live in: changes in the environment cause external pressures and schools have to adapt to the altering situation. The focus is on the changing nature of educational leadership in the network of local, regional, statewide and international operators. Educational leaders are seen as managerial and political leaders, communicators and change agents at the network level, too.

Learning outcomes

Upon successful completion of this course, the learners are expected to be able to

- identify and understand the structural frameworks of educational administration as well as the dynamics of educational policy and educational change processes
- analyze tensions between managerial, political and pedagogical expertise in educational reforms
- compare the learning material to their experiences in their respective countries and synthesize their findings
- create innovative solutions to cases of change, based on research-based approaches
- to apply concepts drawn from the literature to analyze the role of school leadership in different settings of change and networks.

ELSS540 EVALUATION AND ASSESSMENT IN QUALITY WORK

Credits 3 ECTS

Overview

Quality learning outcomes have always been in the interest of educational administration worldwide. Depending on different cultures and countries, there have been different paradigms behind the efforts to achieve them.

Since the 1980s with the emergence of neoliberalistic economic, political and educational doctrines and New Public Management, there has emerged a widespread emphasis on the issues competitiveness,

evaluation, standardized tests and effectiveness as markers of quality. Consequently, intense school and student learning improvement efforts have been launched worldwide, but research shows there is no evidence about the paradigm of competition in improving student learning outcomes.

In other countries, like in Finland, a country scoring high in the PISA assessments, little attention is paid to competition, but the school development paradigm is based on other elements, quality and equality across all elements in education.

This course examines how to lead schools and education policy within the framework of quality, accountability and effectiveness, and how quality is enhanced through the commitment to Education for All, effective guidance and counselling and support systems. The students will familiarize themselves with different aspects of school effectiveness research and different approaches to understanding and evaluating school quality.

Learning outcomes

Upon completing the course, the learners are expected to be able to

- understand how quality, accountability and effectiveness as concepts emerged
- reflect on how to lead school improvement for all learners
- reflect on the aspects of sustainable quality, effectiveness and accountability
- lead development of quality
- lead educational assessment and evaluation projects
- lead guidance and counselling efforts and support systems.

ELSS 550 MANAGING FINANCES AND ADMINISTRATIVE PRACTICES

Credits 3 ECTS

Overview

This course studies the finances as a management and leadership resource and challenge at several levels: school, education provider and education policy. Examples are taken from both centralized and decentralized education systems, from public, private and NGO provision of education. Allocation of finances in implementing the curriculum and human resource management, and creating and maintaining administrative practices at school level are studied through example cases.

At policy level the course focuses on human capital theory and diverse supplies of school leavers on a nation's development capacity, the impact of education on earnings and the rate of return to education, the impact of change in required skills on education, the impact of the teacher-student ratio and that of money invested per capita on learning outcomes, and the impact of money invested on gender equality in education on a nation's human development index.

Learning outcomes

Upon successful completion of this course, the student is able to understand

- the role of finances as a resource and as a challenge
- managing finances at several levels and in diverse contexts as described in the overview
- how finances are allocated to implement the curriculum and manage human resources
- how administrative practices are created and maintained
- the complex nature of financial investment in education and the return to the learning outcomes and a nation's development

ELSS560 INTEGRATIVE EDUCATIONAL POLICIES

Credits **3 ECTS**

Overview

Career guidance is an essential component of modern education and training systems to (re)-orient younger and older generations towards the acquisition of 21st century skills. Coherent guidance services can help raise the awareness of people, whatever their age or qualification level, of learning opportunities that lead to the development of new skills much needed on the labour market, or that increase self-employment and entrepreneurship. Career guidance represents a crucial dimension of lifelong and life-wide learning. Lifelong guidance covers all activities designed to help individuals, at any point in their lives, to make educational, training and occupational choices and to manage their careers. Lifelong guidance has been receiving increasing attention at global and national levels. It is recognized as a crucial dimension of lifelong learning, promoting both social and economic goals: in particular, improving the efficiency and effectiveness of education, training and the labour market through its contribution to reducing dropping out, preventing skill mismatches and boosting productivity; and also addressing social equity and social inclusion.

Learning outcomes

Upon successful completion of this course, the learners are expected to be able to

- enrich their understanding the integrative role of lifelong guidance between educational, labour market and social policies
- review existing lifelong guidance provision and policy development within their country or region, and to identify issues requiring attention and gaps that need to be filled
- review lifelong guidance practices and policies within lifelong learning context
- reflect lifelong guidance policy as a part of integrated human resource development policies
- reflect on the change in their own contexts

ELSS570 MANAGING NETWORKED LIFELONG GUIDANCE PRACTICES AND POLICIES

Credits **3 ECTS**

Overview

The wider paradigm of lifelong guidance is an integrated entity and a part of a broader social context. Lifelong guidance can be examined as a policy, as an activity of individual organizations or networked services in collaborative contracts between public administration and private sector as well as an individual process. The guidance provision is directed by official documents such as laws, degrees and plans as well as unofficial traditions. As citizens progress in their life or career, they look for services of several professional groups or service providers. Therefore there is a need to lead and manage developing consistent networked lifelong guidance services to guarantee access and social equity in accordance to local cultural, economic and social contexts.

Lifelong guidance is inherently 'transversal', in the sense that it crosses different sectors, in two main respects. Lifelong guidance provision is distributed across educational, labour market, social and health, under different ministries and other jurisdictions (schools, tertiary education, public employment services, social partners, the voluntary sector, the private sector).

Effective policies for lifelong guidance need to involve a number of different authorities and stakeholders. A national lifelong guidance forum or other similar representative structure is a mechanism for bringing these bodies together, in order to produce more effective policy development and more harmonized and consistent service provision.

Learning outcomes

Upon successful completion of this course, the learners are expected to be able to

- reflect the development lifelong guidance in a co-ordinated way across the education, training, employment and community sectors
- define the area of cooperation in the design and implementation of lifelong guidance practices and policies, and map out the network with its actors and secure operational preconditions, such as resources.
- identify the role of stakeholder participation in guidance forums or other coordination/co-operation mechanisms, at national, regional and local levels
- enhance lifelong guidance practice and policy development in a co-ordinated way at national level, at regional level, at local level, and at institutional level, linked to funding structures and jurisdictional powers in the range of different sectors and structures in which it is located
- enrich their understanding of the leadership and management of cross-sectoral lifelong guidance networks

ELSS611 QUALITATIVE RESEARCH METHODS I

Credits **3 ECTS**

Overview

The goal of this course is to give the students such an understanding of the qualitative research process and research methods that they can independently conduct their MEd thesis, and to use a qualitative research approach in their practical work. Special attention is paid to the nature of qualitative research, carrying out data collection, and to suitable data collection methods in qualitative research.

Learning outcomes

Upon successful completion of this course, the learners are expected to be able to

- understand the research process in qualitative research
- define and formulate research problems, appropriate research questions and research strategy
- understand the key concepts in educational leadership research (e.g. objectivity, subjectivity) and how they inform qualitative research
- understand and apply a variety of qualitative research strategies, methods, approaches, and tools appropriate to educational leadership research (e.g. case study, ethnography, narrative approaches)
- understand the relationships, distinctions, and rationale for using some particular qualitative research methods
- be competent in carrying out interviews, making observations or using documents as sources for the data
- understand the basic principles of qualitative data analysis
- understand the concept of the credibility of a research and the significance of research ethics

ELSS612 QUANTITATIVE RESEARCH METHODS II

Credits 3 ECTS

Overview

The goal of this course is to give the students such an understanding of the quantitative research process and research methods that they can independently conduct their MEd thesis, and to use a quantitative research approach in their practical work. Special attention is paid to the nature of quantitative research and to carrying out data collection and suitable data analysis methods in quantitative research.

Learning outcomes

Upon successful completion of this course, the learners are expected to be able to

- understand the research process in a quantitative research
- define and formulate research problems, appropriate research questions and research strategy
- understand the key concepts in educational leadership research (e.g. objectivity, subjectivity) and how they inform quantitative research
- be competent in understanding and applying a variety of quantitative research strategies, methods, approaches, and tools appropriate to educational leadership research (e.g. survey, experimental research)
- understand the different forms and methods of sampling and their potential strengths and weaknesses in quantitative research
- be competent in using questionnaire
- understand the basic principles of quantitative data analysis
- understand the concepts of validity and reliability of a research and the significance of research ethics

ELSS750 LEADERSHIP IN ORGANIZATIONAL LEARNING

Credits 3 ECTS

Overview

During the past several decades education systems have been faced with rapidly changing global economic and cultural conditions that are compelling district, municipal and federation leaders to ensure that all children learn. These shifts not only have increased the complexity of school and district work but also require leaders to gain new knowledge, evidence-based practical understandings, and skills of how to manage and improve schools and education systems. Although the value of middle management teams has been recognized in a wide variety of organizations getting the most out of groups requires an understanding of how to staff, structure and manage them.

Consequently, this course is designed to examine the roles of educational leaders in creating effective teams and building the organizations' capacity to engage in continuous improvement efforts. Students will familiarize themselves with published articles in journals to identify theories and research findings on organizational learning, group dynamics, executive team leadership, team-building, team-work, collaboration, teacher empowerment, distributed leadership and professional learning communities. Students will critique journal articles and engage in seminar discussions on the critical dimensions of leadership and collaboration.

Learning Outcomes

Upon successful completion of this course, the learner will be expected to be able to

- understand the characteristics of effective groups
- discuss group goals and shared vision
- reflect on group structures and collaborative strategies
- apply notions of leadership and decision making in collaborative settings
- construct models of collaborative leadership.
- acknowledge the value of gender and racial diversity in groups
- understand how to manage conflict
- apply notions of team development, training and learning and
- understand how to develop learning organizations

ELSS830 LEADING COMPETENCE AND CAPACITY BUILDING

Credits 3 ECTS

Overview

One key element in developing organizations is increasing their competencies, capabilities and capacities. These themes evolve from the discussions of learning organization, then organizational learning, and lastly knowledge management and competence leadership. Developing and leading competencies and capability deals first and foremost with intellectual and social capital, emotional intelligence and human resource management.

Especially in education and in schools we need to develop our human and social capital – we do not have such financial capital as corporations do. Also, perceiving schools as vehicles in nation building and in creating the future, the competencies and capabilities of teachers and school leaders are essential. At the school level it is important to understand the core competencies and the elements level of knowledge needed. Then we need to develop these skills, and in that process the school leader's capability in developing and leading competencies is a new and demanding quality.

Leading and developing competencies in education is linked with teachers' professional development and creating communities of learners. This kind of competence can be seen as a wide knowledge-base and flexible ability to apply new knowledge.

Learning outcomes

Upon successful completion of this course, the learners are expected to be able to

- identify the nature of different kinds of competencies and capacities in an organization
- develop their own understanding about the environments of knowledge in educational organizations and lead them
- clarify the role of the leader in dealing with the process of knowledge creation and transfer, and in competence and capacity development
- respect, develop and utilize intellectual and social capital and emotional intelligence in the organization

ELSS011 ORGANIZATIONAL THEORY AND ANALYSIS

Credits 3 ECTS

Overview

The goal is to provide a wide perspective of different organization theories and insights into understanding organizations. The rationale of the course lies in the fact that organizational theories do not develop in a vacuum. They reflect what is going on in the world, nationally, internationally and are filtered by the existing culture. The topics covered are 1) structure, operations, and development of organizations, 2) internal dynamics of organizations, 3) organizations and their environments, 4) different foundations of organization theory, 5) basics of organizational analyses.

Learning outcomes

Upon successful completion of this course, the learners are expected to be able to

- differentiate the various phases and schools in the history of organizational theory and link them to the appropriate societal developments
- increase their understanding of organizational phenomena using theoretical approaches
- use theorizing as the means to analyze organizational behaviour and structure
- utilize organizational theories in developing educational organizations

ELSS012 LEADING CREATIVITY AND INNOVATION

Credits 3 ECTS

Overview

Today's organizations – both in business and in education and in the public sector in general – call for innovation and creativity. Creativity and innovation are vital in school, at the workplace, in research and in the arts. Research has shown that among several possible characteristics, organizational leaders chose creativity as the most important characteristic for leaders. The need for organizations to become more innovative has probably never been greater. Creativity is closely linked to learning, and continuous learning is one of our most important tasks.

Organizational innovativeness, on the other hand, is linked to the very existence of them. In today's turbulent environment educational organizations need creativity and innovation to meet new challenges: to achieve continuous improvement through renewal, rapid development, and excellent educational service.

Learning outcomes

Upon successful completion of this course, the learners are expected to be able to

- widen their perspective on innovation to include the individual, team, structure, culture, and leadership elements of the organization
- analyze their own thinking and behaving styles in relation to innovation and develop developmental paths to enhance innovation.
- build a personal framework for leading creativity and innovation

ELSS015 ASPECTS OF EDUCATIONAL REFORM IN CHALLENGING CIRCUMSTANCES

Credits 2 ECTS

Overview

The purpose of the course is getting to know and understand contexts of challenging circumstances in education through perspectives varying from the Colonial rule and its educational legacy, to freedom and expansion of education post freedom. The course also explores the management challenges and opportunities plus progress and problems which these backgrounds produce. The first hand study material is from the African context, but the phenomena are universal in colonial, freedom and post freedom circumstances.

Learning outcomes

Upon completing the course, the students are expected to have gained

- an improved knowledge and understanding of contexts with challenging circumstances
- an improved understanding of factors that influence effective educational reform in challenging circumstances, be able to list and discuss them
- an understanding how history has affected the provision of education and suggest ways of turning the legacy into an opportunity
- and to list the challenges modern educational and other leaders face in challenging circumstances and suggest cooperative strategies to deal with them and
- discuss the relationship between a context of challenging circumstance and the rest of the world critically

ELSS018 EDUCATIONAL LEADERSHIP IN SOUTH AFRICA

Credits 2 ECTS

Overview

The course is to introduce South Africa, its history, its recent reforms, its education system and their interconnectedness. The aim is to focus on the legal and policy reforms since 1980 and their influence on education, and the challenges South African educational reform deals with.

Learning outcomes

Upon completing the course, the students are expected to have gained

- an improved knowledge and understanding of South Africa as a part of the African continent
- an understanding how South Africa's history has affected the provision of education
- an understanding of the uniqueness and similarity of South African education in an African and global context
- an improved understanding of factors that influenced effective educational reform in South Africa, be able to list and discuss them
- an understanding to trace the road of implementation of educational reform in Africa

ELSS025 INTERNSHIP

Credits 2 - 10 ECTS

Students are able to receive 2-10 ECTS with internship. The student has to write a personal study plan which needs to be in line with the contents and objectives of the MEd programme and the student's own career outlook. The internship organization, objective and content has to be pre-approved by the Institute. In the crediting system 1 month's internship equals to 2 ECTS. Crediting is subject to the submission and approval of a follow-up report on the internship.

ELSS 026 – 030 PARTNER UNIVERSITIES' COURSES

Credits 2 – 4 ECTS

Students are able to transfer 2-4 ECTS of courses credited in another alliance and / or partnering university. Transferred courses need to support the overall goals of the MEd programme and the individual study plan of the student. The transferred courses are accepted at the institute by the programme director.

ELSS 031 - 035 INTERNATIONAL CONFERENCE PARTICIPATION

Credits 1 – 5 ECTS

Students are able to receive altogether 1-5 ECTS with international conference participation. For crediting the conference has to be pre-approved by the Institute. Mere participation equals 1 ECTS. 2 ECTS requires participation and a presentation in the conference. The credits may be increased individually based on depth of the performance in the conference. Crediting is subject to the submission and approval of a follow-up report of the conference.

ELSS036 LITERATURE

Credits 2 – 10 ECTS

Students are able to include 2-10 ECTS of appropriate literature into their personal study plan. The readings can be books, articles or other publications pre-approved by the programme director. For each selected book or group of articles, the students have to write a personalized essay.