

**Ed-Xchange**

Birmingham, Dortmund, Groningen, Oslo, Trondheim

Exchange programme for Education Studies students

2014–2015

***[This is subject to Change]***

**Why Ed-Xchange?**

Education is a concern of all time and places, and so the study of education has always had a strong and dynamic international dimension. Given constant exposure in education systems to global developments and international initiatives aimed at improving caring for and about children and youth it is clear that intercultural exchange and collaboration should be important dimensions within the educational sciences. Education students should likewise have inviting, low-threshold opportunity to learn from different national and international contexts of education during their period of study. That is what Ed-Xchange aims to offer.

**What is Ed-Xchange?**

Ed-Exchange is an EU Erasmus programme-based exchange network for students in Education Studies Bachelor programmes. It covers exchange agreements between five Northern-European Education Departments at the Universities of Birmingham (GB), Dortmund (G), Groningen (NL), Oslo and Trondheim (N). The network is coordinated by the University of Groningen.

The collaborating Departments offer a steady programme of English-language, Bachelor-level education courses worth minimally 30 European course credits (ECTs) at each participating institution. This means that students can choose from a generous range of education courses across all of the participating universities.

The courses are scheduled to take place during the first (autumn) semester of the academic year, which means in practice that courses will run from around the start of September until the end of December . The Ed-Xchange courses that are offered at each of the five institutions offer a workload that is suitable for year 2-3 of a Bachelor programme in Education Studies, and in each case the programme that is offered draws on the teaching strengths of the Department concerned.

**What are the advantages of Ed-Xchange?**

The main advantages of going on international exchange through Ed-Xchange are

* The exchange-programmes are selected to enrich your study of education
* The network is aimed at preventing study delays, for example by enabling resits of guest-university exams at the home-university where needed
* Students exchange collectively in small groups and are well-supported
* The prior agreements on courses take the hassle and uncertainties out of preparations and planning
* In all but unusual cases it is straightforward to set up learning contracts and travel
* Ed-Xchange is supported by Erasmus bursaries to help you make ends meet during your stay abroad
* You don’t need to register and don’t pay tuition fees at your guest-institution.
* The course credits you collect abroad are easily transferred to your home-institution
* There is regular collegial exchange between Ed-Xchange coordinators so problems that arise are often solved quickly

**How do I apply for an Ed-Xchange?**

Each participating institution organises its own registration procedure and in some instances examination boards will stipulate particular conditions, such as a particular grade-average or having passed the exams to date in your study. Selection happens mostly early in the calendar year, roughly from January-March.

In each institution there is an Ed-Xchange coordinator, although in most cases you are invited to contact the international exchange office in your own department, faculty or institution. The coordinators’ names and email addresses are given below. The remainder of this brochure gives you information on the study programmes at each of the five participating Education Studies Departments.

**Ed-Xchange contact details**

Below are the primary Ed-Xchange contacts at each university. Feel free to contact them for more information.

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| **University** | **Coordinator** | **Email address** |
| Birmingham | Dr Marion Bowl | m.bowl.1@bham.ac.uk |
| Dortmund | Dr. Kathrin Schmidt | kathrin.schmidt@tu-dortmund.de |
| Groningen | TBC | TBC |
| Oslo | Dr. Anne-Marit Hessevik | a.m.hessevik@uv.uio.no |
| Trondheim | Dr. Per Egil Mjaavatn | per.egil.mjaavatn@svt.ntnu.no |

**A final word of caution about the programmes**

While we try our best to make sure that our programmes are up to date and will run as shown in this brochure, it is impossible to give solid guarantees: course planners will always need to respond to the unforeseen, sometimes at late notice. Since we cannot guarantee that the programmes will run exactly as shown here, we suggest that you regard them as provisional programmes. You can confirm the final programme you will be studying through the learning agreement that you need to set up just before Summer; your institution can advise you on that.

On behalf of all these Ed-Xchange colleagues, I wish you great pleasure and much success in your Education Studies pursuits.

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**Department of Education and Social Justice, School of Education**

**Contact Details**

Coordinator Birmingham: Dr. Marion Bowl

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For routine and administrative queries please contact:

Department of Education and Social Justice esjundergraduate@contacts.bham.ac.uk

For specifically academic queries please contact: Dr Marion Bowl

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University of Birmingham
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B15 2TT, United Kingdom

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**Websites**

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| University of Birmingham | [www.birmingham.ac.uk](http://www.birmingham.ac.uk) |
| School of Education | <http://www.birmingham.ac.uk/schools/education/index.aspx> |
| Education and Social Justice, School of Education | <http://www.birmingham.ac.uk/schools/education/departments/education-social-justice/index.aspx> |
| BA (Hons) Education Programme | <http://www.birmingham.ac.uk/students/courses/undergraduate/edu/childhood-culture-education.aspx> |
| Teaching and Learning at the University of Birmingham | <http://www.birmingham.ac.uk/students/teaching/index.aspx> |
| English for International Students Unit | <http://www.birmingham.ac.uk/students/eisu/index.aspx> |
| University of Birmingham Study Abroad | <http://www.birmingham.ac.uk/international/study-abroad.aspx> |
| Why Birmingham? Discover Birmingham for yourself | <http://www.birmingham.ac.uk/students/birmingham/index.aspx> |
| Accommodation at the University of Birmingham | <http://www.birmingham.ac.uk/students/accommodation/index.aspx> |
| University of Birmingham YouTube Channel | <http://www.youtube.com/user/unibirmingham> |

**The University of Birmingham**

The University of Birmingham has been challenging and developing great minds for more than a century. Characterised by a tradition of innovation, research at the University has broken new ground, pushed forward the boundaries of knowledge and made an impact on people’s lives.

We continue this tradition today and have ambitions for a future that will embed our work and recognition of the Birmingham name on the international stage. Universities are never complete. They develop as new challenges and opportunities occur. At Birmingham we innovate, we push the frontiers of understanding; we ask new research questions, we turn theory through experiment into practice – because that’s what great universities do.

The University grew out of the radical vision of our first Chancellor, Joseph Chamberlain. Founded in 1900, Birmingham represented a new model for higher education. This was England’s first civic university, where students from all religions and backgrounds were accepted on an equal basis.

Birmingham has continued to be a university unafraid to do things a little differently, and in response to the challenges of the day. It was a founder member of the National Union of Students and the first university in the country to:

* be built on a campus model;
* establish a faculty of commerce;
* incorporate a medical school;
* offer degrees in dentistry;
* create a women’s hall of residence;
* have a purpose-built students’ union building.

The University of Birmingham was established by Queen Victoria by Royal Charter in 1900 and was the UK’s first civic or 'redbrick' university. The first phase of building work on the campus was completed in 1909 under the auspices of the esteemed architect Sir Aston Webb. We celebrated the centenary of those buildings in July 2009.

**The University of Birmingham’s Global Profile**

The University of Birmingham has welcomed international students since 1900. Today we have one of the largest international student communities in the UK with over 4,000 students from more than 150 countries worldwide currently studying with us.

In addition, 27% of our academic staff are from outside the UK, demonstrating that Birmingham is seeking to attract the brightest talent to its academic community from around the globe.

**Birmingham**

With more students than any UK city outside London, Birmingham is a fantastic place to study and live. A £9 billion regeneration programme has transformed the city into a vibrant centre, with great shopping, theatres and night life.

The main Edgbaston Campus is located only 3 miles from Birmingham city centre, and close to the shopping areas of Edgbaston, Selly Oak, Harborne, and Selly Park.

To find out more about what the city of Birmingham has to offer, visit the official tourism pages:

http://visitbirmingham.com

**School of Education**

The **School of Education** at the University of Birmingham is building upon its reputation as one of the best schools of Education in the UK by expanding into areas of research, teaching and consultancy that are truly distinguishing the School of Education in terms of leadership, visibility, excellence and innovation.

http://www.birmingham.ac.uk/schools/education/index.aspx

The School of Education is one of four schools within the **College of Social Sciences** at the University of Birmingham, which brings together academics and administrative staff across a wide range of disciplinary and interdisciplinary fields in social sciences.

**Department of Education and Social Justice**

As an undergraduate student at the University of Birmingham, you will belong to the **BA (Hons) Education** Programme. Education is the main Undergraduate Programme offered by the School of Education and the Programme sits in the Education and Social Justice Department.

<http://www.birmingham.ac.uk/schools/education/departments/education-social-justice/about/index.aspx>

The Department of Education and Social Justice (ESJ) comprises [nineteen researchers](http://www.birmingham.ac.uk/schools/education/departments/education-social-justice/staff/index.aspx%22%20%5Co%20%22Staff) who share a common interest in researching the inequalities that persist in society and understanding the role that education plays in improving social justice.

All members of the Department are actively involved in research, and this informs teaching on all our [courses](http://www.birmingham.ac.uk/schools/education/departments/education-social-justice/courses/index.aspx%22%20%5Co%20%22Courses), which include the **BA Education**, as well as Postgraduate taught courses in **International Studies in Education, School Improvement and Educational Leadership** and **Professional Studies**. In addition, the Department also has two dedicated Research Centres - [DOMUS](http://www.birmingham.ac.uk/research/activity/education/domus/index.aspx%22%20%5Co%20%22Interdisciplinary%20Research%20in%20Histories%20of%20Education%20and%20Childhood%20%28DOMUS%29), which is a collaborative cluster of historians who concentrate on researching the social, political and cultural histories of schooling, education and childhood and [CIER](http://www.birmingham.ac.uk/research/activity/education/cier/index.aspx%22%20%5Co%20%22Centre%20for%20International%20Education%20and%20Research%20%28CIER%29), which promotes the role of education in social, economic and political development, related particularly to the outcomes of equity, democracy, peace, social inclusion and sustainable growth.

Our research has an international as well as national focus, and our interests extend from early childhood education through to adult learning, spanning from the historic to contemporary issues. Our research activity can be grouped into five broad sub areas:

* Education Policy and Effectiveness;
* Histories of Education and Childhood;
* International Education and Global Justice;
* Post-compulsory and Informal Education and Training;
* Sociology of Educational Inequalities.

**BA (Hons) Education Programme**

<http://www.birmingham.ac.uk/students/courses/undergraduate/edu/childhood-culture-education.aspx>

The BA (Hons) Education is one of the most prestigious education programmes in the UK. The programme is interdisciplinary and combines ideas and research from areas such as education, psychology, sociology, philosophy, social policy and history. It is designed for both national and international students who have career aspirations and/or academic interests in the fields of childhood and education. The BA (Hons) Education combines the academic study of childhood and education with a practical focus on career development in related areas in the United Kingdom, Europe and beyond.

#### Programme Overview

The BA (Hons) Education Programme aims to equip students with the academic knowledge, as well as relevant practical skills and experiences, which aid progression to professional training and to careers working with children and young people in a diverse range of settings and geographical locations.

All our modules explore how people, and especially children, develop and learn in cultures around the world. We identify and evaluate different ways of knowing about and understanding children and young people and their behaviour; with how educational policy can promote, or frustrate, attempts to develop justice; and with the skills and competencies necessary to develop graduate careers in the UK, Europe and beyond. There are four curriculum strands.

**History and Sociology**

In the History and Sociology strand you’ll examine the emergence of the institutions and ideas that shape the way we understand children and young people today. Ranging across centuries and continents, and concerned with both formal and informal learning, you’ll critically examine the purposes of schooling, the role it plays in individual and national development, and how it relates to wider ideas about being an educated, restrained, emotionally sensitive and intelligent citizen of the world.

**Psychology**

The Psychology strand begins by introducing you to key theoretical perspectives for studying the psychology of development. Behavioural, cognitive, psychodynamic, social constructionist and evolutionary perspectives are introduced to prepare you for a more detailed examination of child development in your second year. Exploring the psychological and social development of children through themes such as perception, language and thinking, attachment and social relationships you’ll explore the development of children through early years and adolescence and into adulthood. The third year places these processes of development in their social and cultural settings. In Cultural Psychology and Development you’ll study the ways in which culture shapes development, taking into account varying parental beliefs and socialisation practices in different areas of the world.

**Policy and Philosophy**

In the Policy and Philosophy strand you’ll consider different ideas about the relationship between education and social justice. What constitutes fairness and what are the ways that education can promote more equal life chances? Examining attempts to promote equality and respect diversity, modules in this strand consider how different national systems of education and different types of schools attempt to achieve, or frustrate, fairness. It explores how educational policy can be effectively and intelligently debated and assesses opportunities for educational professionals to make a difference in the real world.

**Applied**

The Applied strand applies academic knowledge to real world settings and it will help you develop those skills and competencies characteristic of a University of Birmingham graduate. With modules in Special Educational Needs, Autistic Spectrum Disorders and Teaching and Learning in Schools, we’ll help you become critical thinkers, effective communicators and educational leaders.

**Module Choices**

As an Ed-Exchange student, you will be able to study modules we offer as part of our Undergraduate Programme. The modules currently on offer are listed below, but please note that there may be changes to the modules we will be able to deliver. In some cases, you may be limited by timetabling restrictions or availability on the module. We advise you to select some ‘reserve’ modules in the event that we are not able to register you on your preferred choices. When you arrive at Birmingham, we will work with you to ensure that you are registered for modules that are compatible with modules you have studied at your home institution and your learning interests. It may be possible for you to select some modules from the Disability, Inclusion and Special Needs (DISN) Department. If you are interested in studying on particular modules from this Department, please contact the Erasmus Coordinator, Marion Bowl, for further information.

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| Title  | **Young People and Social Change** **11 25581** (5 ECTS) |
| Objective | This module introduces and examines sociological and philosophical perspectives on children and childhood. In the first part of the module students are introduced to a series of contemporary debates on the alleged 'crisis of childhood'. Topics covered include the decline of parenting; the changing experience of childhood and the crises in learning and play. In the second part of the module students are introduced to some key sociological and philosophical tools that can be applied to these debates. It introduces and critiques the image of the child in socialisation theory and then explores the ways in which the new sociology of childhood can shed light on real world issues surrounding children and their place in society. There will be an emphasis on developing the skills necessary for successful study at levels 2 and 3 throughout. |
| Assessment | Seminar presentation (formative); 2000 word essay (100%) |
| Coordinator | Dr Kevin Myers |

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| Title  | **Contemporary Issues in Education 11 25587** (5 ECTS) |
| Objective | The module examines current developments and issues in education, drawn from topical concerns and the research interests of staff. It focuses on the key role of different kinds of research activity to develop and evaluate educational initiatives and to subject contemporary educational practice to critical scrutiny. As well as listening to specialists talking about their own research, students have the opportunity in small groups to access and use a wide variety of source materials, to analyse reports and articles and to develop their personal views on significant issues where opinion is divided. The module is designed to develop the students¿ ability to critically evaluate key pieces of educational research and communicate this critical thinking via an assignment. |
| Assessment | 2000 word essay (100%) |
| Coordinator | Dr Marion Bowl |

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| Title  | **Introduction to Psychology 11 25588**  (5 ECTS) |
| Objective | This module is designed to provide students with an introduction to the academic knowledge underpinning further modules in developmental psychology and supplement research skills which are a main component of their degree programme. The module introduces a range of theoretical perspectives central to studying the psychology of development and these include: Behaviourist, Cognitive, Psychodynamic, Social Constructionist and Evolutionary. Content covers theory and research into the ongoing ‘Heredity and Environment’ debate, Cognitive Constructivism, ‘Normality’ and a typical Development, Childhood in the lifespan and considers how these issues and research programmes are applied to children’s development and education. Major research approaches in Psychology are considered as are Ethics relating to psychological research particularly those centred on children. |
| Assessment | 2000 word essay (100%)  |
| Coordinator | Dr Colette Soan |

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| Title  | **Equality and Diversity** **11 25579** (5 ECTS) |
| Objective | This module will explore relationships between cultural identity, social policy and issues of equality and diversity in Britain and beyond. The module will explore popular and state responses, both national and local, to issues of equality, diversity and social justice. It will examine patterns of inequality in selected areas of social policy and provision. The focus of the module will be on the British experience with international comparative data used to illuminate and critique domestic debates. Indicative content: * Theories of equality
* Patterns of inequality in relation to race and ethnicity; social class; gender; disability
* Ethnographies of community and family life in multi-ethnic Britain
* Children, families and education
* Children, families and health
* Interagency services
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| Assessment | A critical review of an article, book chapter or document relating to equality and diversity (2000 words) (100%)  |
| Coordinator | Dr Nicola Rollock |

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| --- | --- |
| Title (ECTS) | **Global Education 11 25580** (5 ECTS) |
| Objective | The module explores global issues in education and the different contexts in which children and young people learn and educators teach – in formal and informal settings. It begins by introducing key concepts used in international education policy and practice. It presents information and research around educational opportunities and inequalities worldwide and discusses their historical and sociological origins. As well as considering current concerns in education the module identifies future trends and challenges. It explores the role of professional educators in international contexts and the skills and knowledge required to work in these contexts. |
| Assessment | Annotated Powerpoint and bibliography on an aspect of education in global perspective 1500 words with commentary (100%)  |
| Coordinator | Dr Marion Bowl |
| Title (ECTS) | **Cultural Psychology** **11 25577** (5 ECTS) |
| Objective | The module explores child developmental processes and experiences from cultural perspectives, particularly cultural psychology. Theoretical approaches including cultural psychology, cultural comparative psychology, psychological anthropology and indigenous psychology are defined. Specific processes are then examined including; Parental beliefs across cultures and socialisation practices; cognitive development including language acquisition; emotional development. Finally schooling and formal education are explored from different cultural traditions with an examination of culturally relevant curricula. ***Previous experience in psychology is desirable.*** |
| Assessment | 2000 word essay (100%) |
| Coordinator | Dr Tonie Stolberg |

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| Title (ECTS) | **Children as Citizens 11 25576** (5 ECTS) |
| Objective | The module examines the development of Citizenship as a concept and a curriculum subject. As a concept citizenship is closely related to ideas about democracy. However, democratic systems take many forms and the early part of the module considers the strengths and weaknesses of democratic systems and their languages of human and children’s rights. The conceptual analysis of citizenship will help you develop the skills to critically discuss citizenship as a curriculum subject. Examining government publications and writings, you will identify the problems and possibilities of citizenship education in the UK and beyond. You will examine philosophical issues around the purposes of education and pedagogical issues around classroom conflict, multiculturalism and the relationship between religious faiths and citizenship. |
| Assessment | 2000 word essay (100%)  |
| Coordinator | Tom Harrison |

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| Title (ECTS) | **Educational Psychology 1125589** (5 ECTS) |
| Objective | The module will critically examine the theory and practice of the psychology of education across all phases of development and schooling (0-18 years), plus a reflective input on the psychology of teaching and learning in undergraduate education. There will be a focus on cross-cultural issues in educational psychology as these relate to children and young people’s cognitive development, models of learning, interpersonal relationships, clinical issues, mental health and psychological wellbeing, and safeguarding matters; these will be considered in relation to children in schools, within families and as a reflection of their membership of other social and community contexts. Input will be provided on the theory and practice of psychological measurement of educational phenomena. Educational psychology will also be considered in applied contexts, across cultures, in relation to youth justice, social care and health services, and in multi-disciplinary working. Psychological perspectives upon special educational needs will be informed by a critical analysis of the role of applied educational psychology in helping schools to meet the needs of SEN pupils, their teachers and carers. |
| Assessment | 2000 word report (100%) |
| Coordinator | Neil Hall |
|  Title (ECTS) | **Teaching and Learning in Schools 11 25575** (5ECTS) |
| Objective | This module is intended for students who are interested in following a career in teaching, either in the primary or secondary sector, and who may be interested in undertaking a career in primary or secondary teaching upon graduation. It will introduce students to key, whole school, issues that impact upon teaching and learning in schools. These will include assessment, behavioural and pastoral issues, as well as looking at key topics in the area of Special Educational Needs. The module will also provide an introduction to key global education policies as well as encouraging students to think critically about current strategies to raise standards and close achievement gaps. |
| Assessment | 2000 word essay (100%)  |
| Coordinator | Simon Asquith |

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| Title (ECTS) | **Special Educational Needs of Children with Autism** |
| Objective | This module aims to increase the understanding of the autism spectrum for practitioners (eg teachers, psychologists, speech and language therapists, social workers, nurses and parents), who are currently working or living with children on the autism spectrum, in whatever setting. Study time will vary from one student to another but it is designed to take 200 hours of student time, including tutorials, reading and work on the assignment. **Aims** * To increase knowledge and understanding of the autism spectrum
* To consider the relationship between diagnosis and education / treatment and to understand some of the individual special needs of children on the autism spectrum
* To have knowledge of the range of provision and support needed for the children and their families.

To increase understanding of why the behaviour of those on the autism spectrum may challenge others, and to develop strategies for understanding, preventing and managing this. ***A place will be offered subject to an informal meeting with the module co-ordinator.*** |
| Assessment | 3000 word essay (100%)  |
| Coordinator | Dr Kerstin Wittemeyer |

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| Title (ECTS) | **Education as an International Issue (10 ECTS)** |
| Objective | This module encourages analysis of your own and other national contexts from an international and comparative perspective. Participants develop an understanding of important theories and debates, such as: the relationship between education and national development; effects of globalisation; how ideology and culture influence education provision; models of education management. This module is a core and compulsory module for all students on International Studies in Education programmes.  |
| Assessment | 3000 word essay (100%)  |
| Coordinator | TBC |



**TU Dortmund University,** Faculty of Rehabilitation Sciences

**Contact details**

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**Websites**

TU Dortmund University: [www.tu-dortmund.de](http://www.tu-dortmund.de)

International Office: [www.aaa.tu-dortmund.de](http://www.aaa.tu-dortmund.de)

Faculty of Rehabilitation Sciences: [www.fk-reha.tu-dortmund.de](http://www.fk-reha.tu-dortmund.de)

Dortmund city portal: [www.dortmund.de/en](http://www.dortmund.de/en)

Tourist information: <http://www.dortmund-tourismus.de/en>

**TU Dortmund University - a university with a unique profile**

TU Dortmund University has been researching and teaching at the global intersection between man, nature and technology since its establishment in 1968. It has developed a unique profile with a special combination of faculties in the natural sciences and engineering, the social sciences and the humanities. This structure produces new knowledge, methodologies and technical innovations. All this is achieved through a wide spectrum of innovative research and in more than 60 Bachelor and Master programs including a broad-based teacher training curriculum.

TU Dortmund University is embedded in a network of Universities - the University Alliance Metropolis Ruhr, which does not only serve as a basis for cooperation, but also has several international offices – currently in New York, Moscow and in Rio de Janeiro/ São Paulo. But also on campus internationality is an important factor: At TU Dortmund University there are more than 3,300 foreign students from over 100 countries.

TU Dortmund University is a campus university located in the eastern part of the city. Well connected to Dortmund main station it takes only 7 minutes by train to travel to the city centre. On campus students will find the 16 faculties, the libraries, student canteens and cafes, the international meeting centre, student working rooms, and a variety of other facilities. Some of the student dormitories are situated on the campus, others outside the campus, but well-connected to the university and the city centre by public transport.

**TU Dortmund at a Glance**

- founded 1968

- 24,000 students

- 300 professors and 3,400 staff members

- 16 faculties:

* Natural Sciences and Mathematics
* Engineering Sciences and Computer Sciences
* Planning, Building and Economic Sciences
* Humanities, Culture Studies and Social Sciences

**Dortmund and the Ruhr Area**

Founded around the year 850 as “Throthmani”, Dortmund is the largest city in the Ruhr Area (pop: 600,000) and the 8th largest city in Germany. The city is located in the east of the “Ruhrgebiet”, a metropolitan area with more than 5 million inhabitants making it the largest urban conglomeration in Germany. Dortmund is also said to be one of the greenest cities in Europe. Almost half of the city consists of parks and gardens, woodlands and fields, all attractive locations for relaxing after university classes or at the weekends.

In the past, Dortmund was the city of coal, steel and beer. The last pit, however, closed in 1985 and steel production ended in 2001. So after a structural transformation of the whole region, Dortmund has now become a centre for service industries, communications and logistics with a huge Technology Centre on the university campus mainly involved in computer research. Thanks to a successful urban renewal program, Dortmund has a varied cultural life with several traditional institutions, museums, theatres, an impressive concert hall opened in 2002 and the “Dortmund U”, a former brewery building from 1926, which was turned into an arts centre for the ‘creative economy’ in 2010. Besides its city culture, Dortmund enjoys a lively fringe scene with its cabaret, jazz and rock music, art (media art) and cultural education.

**The Faculty of Rehabilitation Sciences**

The Faculty of Rehabilitation Sciences comprises 17 teaching and research areas, each of which has a special research focus in the field of rehabilitation. This makes it one of the largest teaching and research institutions of Rehabilitation Sciences in Europe. Currently, about 100 members of staff are conducting research and offer study programs at all levels to approximately 2,400 students. One of the Faculty’s primary aims is to promote participation of persons with disabilities in society. It is considered equally important to develop measures to improve their environment, thus maximizing the opportunities for persons with disabilities to participate actively in society and in the communities to which they belong.

The Faculty’s leading principles for teaching and research are:

* Respect for the individuality of everyone
* Heterogeneity of people
* Bringing the resources and competencies of each person into focus
* Furthering the abilities of persons with disabilities in their individual and social surroundings

The Faculty offers students the opportunity to develop personally and professionally. Certificate courses and degree programs are offered at Bachelor and Master level: Two consecutive study programs at undergraduate and graduate level prepare for a profession in teaching and one Bachelor and one Master study program focus on the field of social rehabilitation. Another one of the Faculty's primary aims is to establish good study conditions for its students which allow them to successfully graduate in an adequate time frame. The Faculty welcomes students from all over the world, supports them and endorses international cooperation in teaching and research.

To support international students during their stay in Dortmund, the Faculty organizes a “study buddy”-program that brings together German and international students. This not only helps incoming students to orient themselves after their arrival to Dortmund, but is also a lot of fun when exploring the university, the city and the Ruhr Area together and trying out insider tips.

**German Language Course**

The university's Language Center (Sprachenzentrum) offers a four-week intensive German language course during the month of September. German language classes on all levels (beginners, intermediate, advanced) will be offered. This language course is free of charge for Erasmus exchange students and is accompanied by a mandatory cultural program including excursions and activities (fee for the cultural programme: 60-65 €). To improve language skills international students can also select from a variety of classes which are offered during the semester.

*Note on fees and accommodation*

As an exchange student you will not pay tuition at TU Dortmund University. However, each semester you will need to pay a social welfare fee. This fee, approx. 220 Euro, is not a tuition charge; the amount consists rather of different university contributions and includes the “Semester Ticket”, a public transport ticket valid from October to March[[1]](#footnote-1) throughout North-Rhine Westphalia.

It is quite difficult to find a furnished apartment in Dortmund for the duration of one or two semesters. The International Office offers a service of booking a room in a student dormitory (on or off campus) for exchange students (application before 15 June). In every dorm there are only single-bed rooms. These can be in flat shares (co-ops) with at least two people or single apartments. For every room, no matter in which dorm, the rent will be between 230€ and 270€ per month.

**(Dis)Ability – Health – Participation**

In May 2008 the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) entered into force. This convention marked a paradigm shift: Persons with disabilities are no longer seen as objects of medical treatment, charity or social protection. They are recognized as individuals who should have the freedom to make their own decisions about their lives and claim their right for active participation in society.

According to the UNCRPD all persons with disabilities must be able to enjoy all human rights and fundamental freedoms without discrimination. This encompasses rights such as the right to live in the community, the right to health care, the right to work, the right to an adequate standard of living, the respect for home and the family, the right to participate in political, public and cultural life, and the right to education. The realization of human rights, which include the rights of persons with disabilities, requires joint efforts by society as a whole.

The English-language study programme offered at the Faculty of Rehabilitation Sciences aims at acquainting students with different concepts and topics in the area of disability, health and participation which build the background to realize the rights of persons with disabilities. From different disciplinary perspectives students will discuss central questions such as how (dis)ability, normality and health are defined, how heterogeneous needs and abilities can be dealt with in education and social work and which steps are to be taken to promote full and equal participation.

**COMMUNICATION -** 3 ECTS

Objective: Understanding principles of communication processes in interpersonal

relationships. Major theories and empirical evidence is presented and discussed.

Contents:

* Principles of communication
* Intercultural and gender specific communication
* Interpersonal relationships: universals, growth, deterioration, love, and friendship
* Non-verbal communication
* Understanding and misunderstanding
* Conflict and power
* Computer-mediated communication

Each session will be devoted to one aspect of interpersonal communication. It is expected that students read the respective chapters in the textbook to prepare for the sessions. In addition, one paper per session will be discussed to focus on specific aspects of the topic in more detail. This additional paper is to be read before OR after the class. Familiarity with both, the book chapter and the in-depth literature is expected and required.

Lecturer: Prof. Dr. Ute Ritterfeld

Assessment: home-written assignment

**CHILDREN'S RIGHTS AND THEIR RELEVANCE FOR PROFESSIONAL PRACTICE/ Children’s Rights Convention -** 3 ECTS

Objective: This course aims at a deeper knowledge and understanding of Children's Rights and their impact on professional attitudes and actions

Overview: The United Nations (UN) Children's Rights Convention (CRC), which was published 20 years ago and became the most ratified Human Rights document ever in history, forms the basis for studying concepts and principles of Children’s Rights. To go beyond a superficial knowledge and agreement a detailed analysis of this treaty is needed, including the monitoring measures of the Children's Rights Committee in Geneva where all member states have to report on their activities for children. A reflection of Children's Rights issues in relation to professional (and private) life will build the final part of the workshop.

Lecturer: Prof. Dr. Christoph De Oliveira Käppler

Assessment: active participation, formal presentation and hand-out

**COMMUNITY CARE -** 3 ECTS

Objective: Insight into concepts of community care exemplified by the strategy of Community Based Rehabilitation (CBR)

Overview: Health promotion is a crucial part of the work of most stakeholders working in the area of health and social security. Due to changing demographics, community approaches play an increasing role in the social service sector. Relevant aspects in this context are equal opportunities and self-determination. But also economic, philosophical and political principles such as the subsidiarity principle play an important role, which have to be considered when talking about community care concepts. During the second part of the seminar CBR, a strategy developed by the WHO, will be discussed in detail.

Lecturer: Dipl. Reha. Päd. Stefanie Frings

Assessment: active participation, formal presentation

**DEVELOPMENT DURING THE COURSE OF LIFE: THE PSYCHOLOGICAL PERSPECTIVE IN DISABILITY AND HEALTH -** 3 ECTS

Objective: Taking the life span perspective as a basis, we seek to understand selected issues from developmental psychology, discuss them in the framework of health and disability and develop appendages for educational settings.

Overview: In developmental psychology, we study changes in psychological processes and behaviour of people during their life span, taking into account the interaction between personal characteristics, the individual's behaviour, and environmental factors. Extensive research has shown that the distinction between normal and abnormal development and health and disability is not a simple one, and can be different with every new developmental stage. The focus of this seminar is on the understanding of the diversity in developmental processes, the consequences for the individual itself as well as for educationalists.

Lecturer: Dipl. Psych. Katja Roost

Assessment: active participation, formal presentation

**DISABILITY AND CULTURE(S) -** 3 ECTS

Objective: Raising awareness and understanding of different (cultural) perspectives on disability

Overview: Disability as a social phenomenon is strongly interconnected with assumptions on humanity and personhood, health and illness, social roles and normality. Support structures such as the family network or social organisations have a strong influence on the lives of persons with disabilities and their families and form the background for active participation and inclusion. In this course the students will deal with different texts on disability and culture working on the following topics:

* What does culture mean?
* How do cultural and social circumstances shape the meaning of disability?
* Which role do assumptions on personhood, social roles and normality play?
* What does this mean for our practical work as rehabilitation workers, social workers, teachers or educationalists?

Lecturer: Dipl. Reha. Päd. Kathrin Schmidt

Assessment: active participation; written assignment

**VISITING DIFFERENT INSTITUTIONS -** 6 ECTS

Objective: Getting to know different institutions working in the area of rehabilitation, early intervention and/ or special needs education/ inclusion

Overview: At the beginning of this course the students will attend a workshop giving them information on the German rehabilitation system. Based on this information the students will have the opportunity to visit different institutions in Dortmund area to get to know the German rehabilitation system in practice. The students will be accompanied by staff members of the Faculty of Rehabilitation Sciences, who will evaluate and discuss the visits with the students.

Coordinator: Kathrin Schmidt (responsible); supported by other academic staff members

Assessment: active participation, report on visits (learning log)

**SELF-STUDY PROJECT -** 6 ECTS

Students will have the opportunity to carry out their own study project in the area of education – health – participation. Topic, research question and methodology can be developed by the students themselves, but must be approved by the responsible course coordinator before 1 November.

At the end of the semester the students will present and discuss their results.

Coordinator: Kathrin Schmidt; supported by other academic staff members (tbc)

Assessment: Presentation of the results (30-45 minutes), hand-out

**CAPABILITIES, WELL-BEING AND QUALITY OF LIFE – AMARTYA SEN’S CAPABILITY APPROACH AND DISABILITY - 3** ECTS

Objective: Understanding the basic idea and concepts of the Capability Approach and discussing its potential for Disability Studies and Rehabilitation Sciences

Overview: This course is about the well-being and quality of life of persons with disabilities. Focusing on the Capability Approach, which was developed by Amartya Sen (and Martha Nussbaum) as a theoretical framework to analyse poverty, inequality and human development, the seminar begins with an overview of central concepts and keywords. The students will then take a closer look at specific theoretical questions and empirical applications of the approach. On this basis, we will discuss in what way the CA or similar approaches can be of use in Disability Studies and Rehabilitation Sciences.

The students are required to actively take part in the course through group works, presentations and plenary discussions.

Lecturer: Isabella Bertmann, M.A.

Assessment: active participation, group presentation and hand-out



Faculty of behavioural and social sciences

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Ed-Exchange on Facebook: https://www.facebook.com/EdXchange

Tourist information: http://toerisme.groningen.nl/en/

*Groningen city and province*

The first historical mention of Groningen dates from 1040. With its 180,000 inhabitants Groningen is now the economic and cultural capital of the northern Netherlands. Remarkably, half of the inhabitants are aged below 35. The city boasts a large academic hospital, several theatres and museums, many art galleries and bookshops and an excellent range of markets, shops and restaurants, whilst retaining a safe community character. Groningen is a vibrant city with a number of national festivals and events on the cultural calendar.

Groningen province is well-known for its natural gas field, the largest in Western Europe and one of the largest worldwide. However, much of the province is rural and characterised by the most expansive farmlands in the Netherlands. Along its North coast Groningen borders the Wadden Sea, an intertidal zone of shallow sea water with tidal flats and wetlands now on UNESCO’s World Heritage List. And being in the Netherlands, Groningen is of course cycle-friendly and criss-crossed by numerous excellent cycle-paths.

*Groningen University in facts and figures*

Founded in 1614, now a leading Dutch research university. It has 27600 students, 1750 academic staff (20% international), 9 faculties covering all academic disciplines, €576 million annual turnover and it is ranked 134 in the Times Higher University rankings (2011-2012).

*Prominent graduates*

Alette Jacobs, first female graduate in the Netherlands (1879), Willem Kolff, inventor of the dialysis machine, Wim Duisenberg, first President of the European Central Bank and Members of the Dutch Royal family.

*International participation*

The University of Groningen engages partners worldwide through double and joint degree programmes and joint research projects. The university is member of the ‘G4’, alongside the Universities of Uppsala (Sweden), Ghent (Belgium) and Göttingen (Germany). It is a member of the Coimbra group and has studies centres at Fudan and Tsinghua Universities (China) and Osaka University (Japan).

*The Faculty of Behavioural and Social Sciences*

The Faculty of Behavioural and Social Sciences is a centre of knowledge focussing on individuals and society. The faculty studies issues relating to human behaviour, the relationships between people, and society as a whole. This includes the study of how people function under normal circumstances, but also of the problems encountered by individuals or groups, and how these can be resolved or prevented.

The faculty runs the English-language research Master Behavioural and Social Sciences. The Msc is designed primarily for highly talented, motivated and ambitious students who are interested in pursuing a career in research. Holders of this degree are well equipped for further study and training for a PhD thesis.

*The Department of Pedagogy & Educational Sciences*

The Department is located in a recently renovated former school, situated in a homely and quiet neighbourhood between the city centre and a park, the *Noorderplantsoen*. The other two Faculty Departments, Sociology and Psychology, are across the street.

The Department undertakes research and offers degree programmes that focus on education, professional assistance for education, and didactical methods for children and adults. The three-year BSc in Education leads our students (150-200 per year) to one of three majors, entitled Pedagogy & Educational Sciences, Special Needs Education and Youth Care, or Academic Teacher-Training for Primairy Education (a double degree programme). Our Bachelor degree is taught exclusively in Dutch and is therefore not open to international students as a full degree programme, but the Department runs English-language master programmes in educational sciences and in deaf-blindness.

*Student accommodation*

The University of Groningen is not a campus university. In general Dutch students find their own accommodation somewhere in town. Because of the tight (student) housing market in Groningen–especially in September–foreign you may consider booking accommodation with the help of the Housing Office.

Most exchange students will be housed in one of the international student houses (single and double, fully furnished rooms, shared kitchen, fully equipped, and bathroom facilities). The rent per month ranges from approximately €300 for shared accommodation to €400 for a single room. Please note that the registration costs are €300 and the deposit costs are €375. Paying the reservation costs is no guarantee for accommodation in Groningen. If there are no more rooms available in the international student houses, the Housing Office will look for rooms through private accommodation agencies. They have rooms available in different types of student houses and the rent per month can therefore vary considerably. Most agencies have a term of notice of one month and stipulate that the room must be rented for a period of at least two months.

**Challenging Youth: 30 ECTs Ed-Xchange programme** **in Education Studies**

Our English-language elective programme aims to acquaint students with the contribution that the pedagogical sciences make to analyses of and interventions in issues that may arise in child-rearing, collectivised in the notion of ‘challenging youth’. This process of familiarisation is done by presenting students with a dual set of perspectives on challenging youth.

On the one hand, historical, theoretical, intercultural and socio-scientific conceptual resources—including for example gender and ethnicity—are deployed to show students a highly diverse and transnationally recognisable area of pedagogical care. On the other hand, typically Dutch forms of *orthopedagogische* or special needs responses are introduced that address problems by professional interventions in the national system of education, schooling and youth care.

PAMIN01 **Introduction to challenging behaviour in youth – 1 ECTS**

Objective

Introduction to the contributions of the pedagogical sciences to the analysis of and intervention in issues of raising young people, in particular challenging behaviour in youth. The introduction will cover historical, theoretical, intercultural and social scientific (covering such notions as gender and ethnicity) approaches. The specific contribution of special needs education—in the Netherlands organised through the specific professional field of *orthopedagogiek*—will also be covered, including educational and youth care approaches, and prevention.

Assessment: participation and essay assignment

Coordinator: Prof. Dr. M.C. Timmerman & Dr. E.D. Thoutenhoofd

PAMIN02 **Paper – 5 ECTS**

Objective

Knowledge of, and critical reflection on, challenging behaviours among children and youth, including approaches aimed at resolving them.

Overview

The student will choose from among the topics presented during lectures, focussing on deeper insight into either a problem behaviour among children and youth or on an intervention method. In addition, the student will analyse how definitions of specific challenging behaviours or issues in raising children are the product of a historical and/or contemporary social context. Students will do this by writing about course themes in an analysis of a work in youth literature of their own choosing.

Assessment: essay assignment and group presentation

Coordinator: Dr. E.D. Thoutenhoofd

PAMIN03 **Issues in child-rearing and challenging behaviour – 10 ECTS**

Objective

This module covers three objectives. First, acquaintance with scientific notions and definitions of issues in child-rearing and challenging behaviour, including the way in which these are being put in practice in order to resolve problems. The second objective is learning about the structure of youth care and the composition of its target populations in the Netherlands. The third objective is an introduction to special needs (Dutch *orthopedagogiek*) research and intervention within the various sub-fields of youth care: preventative intervention, (intensive) ambulant care, foster care and residential care.

Assessment:

Coordinator: Prof. dr. Hans Grietens

PAMIN04 **Histories of child-rearing – 4 ECTS**

Objectives

Gain insight into the history of raising children and young people. Four themes are covered: divisions in pedagogical responsibilities, the meaning of the interests of the child, excercising pedagogical oversight and intervention, and professionalisation and the approach to at risk children and youth.

Overview

A diverse range of organisations and institutions have long meddled in child-rearing and child-care practices. Until the end of the nineteenth century these concerned mainly churches and the State, in addition to parents and relatives. In the course of the nineteenth century philanthropists inspired by Enlightenment started also to contribute to public involvement in child-rearing and care.

By 1900 the power of the state had however expanded considerably. Illustrations of that expansion of public control include new child protection laws that set stringent educational norms for parents, and new youth crime laws that were applied to young offenders. In the course of the twentieth century a further group developed in practically excercising state control over child-rearing, namely the pedagogical professionals: today this professional group includes for example pedagogues, special needs experts and youth psychiatrists.

This module will consider the history of children's education within and outside of the family context, youthcare, and the attention for children and their caretakers with educational or developmental disorders. This is done with several themes in mind: the distribution of pedagogical responsibility, the meaning of the best interest of the child, the practice of pedagogical surveillance and the application of pedagogical intervention and the approach of children and adolescents at risk. The focus will be the history of Netherlands and Europe towards the end of the eighteenth century. We will consider the educational history with its social, economic, political and cultural context.

Assessment: written exam (essay) and an individual paper
Coordinator: Prof. Dr. J.J.H. Dekker

PAMIN05 **Intercultural pedagogy – 5 ECTS**

Objectives

Students gain knowledge and understanding of different ways of thinking about the nature and impact of culture and cultural difference in the development and socialisation of children around the world, from a comparative, intercultural perspective.

Overview

Children in the Netherlands nowadays, like in many other countries all over the world, grow up in a multi-ethnic, multicultural society. Being born in a specific family and home culture, they encounter other (groups of) people and other cultures in the world outside the home, both physicially, as in their neighbourhood, kindergarten, school and peer group, as well as virtually, through the internet and multimedia. Children learn to identify with (parts of) their home culture as well as (parts of) other surrounding cultures, looking for a suitable mix.

This acquisition and identification process is located in time and space: bound and tested by the dominant culture represented in formal education and media. In multicultural societies like the Netherlands, space and value is unevenly distributed among different cultures. Minority cultures are frequently under pressure of assimilation or public scrutiny. How much space do we allow for cultural variation and diversity? How to deal with cultural difference and intercultural dilemma or conflict? A lot depends on the images we construct of our own and other people's cultures, as well as on the perceived differences and similarities between them.

Intercultural pedagogy's central question is how to understand the impact of culture and cultural variation in theories and practices of socialisation and education. Dutch intercultural pedagogues mostly focused on Dutch immigrants and their offspring over the past 25 years. They especially attended to problems of fitting into Dutch society (integration). In this course we take a wider view and focus instead on different ways to think about and do research on the impact of culture, cultural difference and cultural conflict on child development and socialisation, crossculturally.

Assessment: assignment, group work

Coordinator: Dr. E.D. Thoutenhoofd

PAMIN06 **Gender and diversity in child-rearing – 5 ECTS**

Objectives

Historicising and problematising the dominant discourses and practices surrounding the category of youth with challenging behaviours from a critical and interdisciplinary perspective.

Overview

Concerns about the nature and future of youth and behaviour among young people in society are of all times and places in western societies, and reflect a wavelike pattern. Within the Netherlands, recent decennia reveal increased pressure from authorities and public media to address, prevent or being tough on challenging behaviours in various guises, including bullying, truancy, juvenile alcohol and drug abuse, underage and unsafe sex, delinquency and crime, eating disorders, and all manner of public disturbance phenomena (including street gangs and intimidation of homosexuals and senior citizens).

Approaches being advocated include systematic early detection and risk assessment, extensive registration (including electronic child records), and recourse to proven institutionalised praxis such as residential and ambulant youth care and youth probation services. Scientists from various disciplines focus on aspects of social issues and youth behaviour, in order to clarify causes and consequences, and advise or evaluate the combined efforts of policymakers and care professionals. The reporting of the media tends to confound issues by making fortuitous associations that involve risks in child-rearing, forms of challenging behaviour and youth cultures.

But which type of young persons are drawn into which kinds of challenging behaviour? And who determines what classifies as challenging behaviour; in what sorts of contexts do such classifications arise, and why? These and other questions are considered from a critical and interdisciplinary perspective, centring on five ordering principles: gender, ‘race’ (ethnicity, culture), class, age and sexuality.

Assessment: formative assignments in preparation for a final essay

Coordinator: Prof. Dr. M.C. Timmerman



**Contact details**

|  |  |
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| University of Oslo  | <http://www.uio.no/english/>  |
| Faculty of Educational Sciences  | <http://www.uv.uio.no/english/>  |
| Courses in English  | <http://www.uio.no/english/studies/courses/education/>  |
| Student housing | <http://www.uio.no/english/studies/new-student/housing/index.html>  |
| Tourist information | <http://www.visitoslo.com/en/>  |

**About the University of Oslo**

The University of Oslo is Norway’s leading institution of research and higher education. Founded in 1811, it is Norway’s oldest and largest university, offering a world-class research and learning experience. There are eight faculties at the University with 27.000 students and 1400 incoming exchange students. 13 % of the student population is international students. The number of graduates per year is approx. 4 500, of which more than 400 are doctorates. The University’s official language is Norwegian, but teaching is also provided in English in a number of Bachelor, Master and PhD programmes. Five Nobel Prize winners indicate the quality of the research at the University.

**About the Faculty of Educational Sciences**

The Faculty of Education at the University of Oslo is the largest educational research institution in Norway, and one of the leading faculties in our field in Europe. As such, we have a dual responsi­bility of commitment to research excellence and delivering training and applied skills to the com­munity. The Faculty is composed of three departments and a research centre with a total of nearly 250 employee and 2.500 students. We offer three different bachelor degrees and ten master’s programmes.

## Courses for Ed-Exchange students

Provided by the Department of Special Needs Education

### SNE3110 - Education for All - 10 ECTS

(http://www.uio.no/studier/emner/uv/isp/SNE3110/index.xml)

#### Course content

This course at bachelor's level, for international exchange students, runs together with SNE4110 - Education for All. The course focuses on the significance of the relationship between individual and environmental factors seen through:

* Perspectives on human rights and the rights for persons with disabilities
* Global perspectives on inclusive education
* Nordic perspectives on inclusive education
* The relevance of ecological system theory
* Assessment and observation based on a bio-psychosocial understanding of human functioning and development – International Classification of Functioning, Disability and Health (ICF)

#### Learning outcomes

The course aims at contributing to developing students’ knowledge about and insight into, and ability to analyse:

* Understanding the complexity of the relationship between individual and environmental factors on inclusive practices.
* Developing critical reflections concerning the significance of contextual and cultural perspectives in implementing education for all, with a special focus on education for persons with disabilities.

#### Teaching

Lectures, seminars, literature studies, and student group work

#### Assessment

Written group assignment including oral presentation. Grades: Pass/Fail

### SNE3120 - Inclusive Education- 10 ECTS

(http://www.uio.no/studier/emner/uv/isp/SNE3120/index.xml)

#### Course content

This course at bachelor's level, for international exchange students, runs together with SNE4120 - Inclusive Education. The course focuses on practical perspectives in implementing inclusive education in pre-school and school, and different theories on learning:

* Different theories of learning processes
* Strategies for early intervention
* Inclusion in pre-school
* Inclusion in school
* Development of individual (re)habilitation and education plans
* Structuring a flexible curriculum

#### Learning outcomes

* Acquired skills in developing, implementing and evaluating individual plans for persons with disabilities of all ages
* Understanding different perspectives of the process of learning.
* Understanding factors that are important for the development of inclusive settings in pre-primary education and schools

#### Teaching

Lectures, seminars, literature studies, student group work with audiovisual material, and student group and plenary discussions

#### Assessment

Examination: Individual written assignment (Grades: A, B, C, D, E and F (ail))

### SNE3130 - Social and Cultural Perspectives on Special Needs Education - 10 ECTS

(http://www.uio.no/studier/emner/uv/isp/SNE3130/index.xml)

#### Course content

This course at bachelor’s level, for international exchange students, runs together with SNE4130 - Social and Cultural Perspectives on Special Needs Education. The course focuses on social and cultural perspectives on learning, with a special focus on persons with disabilities and social and cultural perspectives on Special Needs Education. The topics are:

* Socio-cultural theory and special needs education
* Learning and action and special needs education
* Development of the human being in a cultural context
* Interdisciplinary and interdepartmental collaboration
* The family as a significant partner

#### Learning outcomes

* Understanding human development as a part of a context and with the individual as an active agent in his/her own learning process.
* Acquired understanding in how to develop interdepartmental and interdisciplinary cooperation
* Understanding of families as significant partners in collaboration

#### Teaching

Lectures, seminars, literature studies, student group work, and student group and plenary discussions

### Exam information

Individual written assignment (grades: A, B, C, D, E and F (fail))



Faculty of Social Science and Technology Management, Department of Education

**Contact details**

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**Websites**

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| Ed-Exchange Trondheim | <http://www.ntnu.edu/ped/ed-xchange>  |
| University | <http://www.ntnu.edu/>  |
| University Housing Office | <http://www.ntnu.edu/livingintrh/finding-housing> |
| Erasmus Student network (ESN) | <http://ec.europa.eu/education/lifelong-learning-programme/doc80_en.htm>  |
| Trondheim City | <http://www.ntnu.edu/livingintrh/about-trondheim>  |
| Tourist information | <http://www.visitnorway.com/uk/Where-to-go-uk/Central/Trondheim>  |

**NTNU – Trondheim**

NTNU has nearly 300 different cooperative (and) exchange agreements with institutions in 58 countries, from Albania to Zimbabwe. The university also participates in numerous student exchange and placement programmes, such as the Erasmus programme and the Leonardo da Vinci programme. The other programmes are operated in conjunction with other Nordic countries. Exchange students who come to NTNU from abroad typically attend the university for shorter period of time, normally between 3-12 months before returning to their home university.

## *NTNU - facts and figures*

* Offers a range of bachelor's, master`s and doctoral programmes in the humanities, social sciences, economics and public and business administration, and aesthetic disciplines.
* Professional degree programmes in medicine, psychology, architecture, the fine arts, music, and teacher education, in addition to technology.
* 7 faculties and 52 departments.
* 22 000 students
* About 1800 international students.
* Participant in 80 projects in the European Commission's 7th framework programme.

## *Faculty of Social Sciences and Technology Management*

Quality - Scope - Contribution

The Faculty of Social Sciences and Technology Management has a research and teaching profile that covers a wide range of subjects in a unique combination of social sciences, humanities, technology and natural sciences. This broad academic spectrum allows for cross-disciplinary collaboration and creative subject combinations.

Quality in breadth depends on co-operation with the international community. An international orientation is one of the declared aims of the Faculty of Social Sciences and Technology Management. NTNU provides four courses for exchange students in education. These courses are held by both the Department of Education and the Norwegian Centre for Child Research (NOSEB).

## Department of Education

Education (pedagogy) is an important science in today's society because it deals with basic and fundamental sides of being human – how we learn, how we communicate, and interaction between the individual and the society. In addition, education is both a theoretical and practical subject and it deals with a wide range of aspects on schooling and education, philosophy, childhood, friendship, media and development.

Each and every one of us will have an opinion on education, on topics such as what constitutes good learning and how good learning situations can be adjusted. We are entitled to having different ideas and perceptions on education, this is however not the same as having knowledge and competence within this field (pedagogy). Regarding educational questions there are no absolute, definitive answers. Different times, different historical and social contexts have given different answers. What makes education such an exciting and challenging subject is how the different problems in education can be approached and explained.

The Department of Education offers different courses: a one year program, a bachelor`s program, a master`s program (specializations in Education and Upbringing, Special education, and Early childhood education) and a PhD program. There are approximately 600 students at the department of Education.

## *Norwegian Centre for Child Research (NOSEB)*

**Norwegian Centre for Child Research (NOSEB) is a national, interdisciplinary centre that started its activities in 1982. NOSEB does basic and applied long-term research on childhood, and on the activities and conditions of children's lives. The centre offers an international, interdisciplinary master's programme, an MPhil in Childhood Studies and a PhD programme in Interdisciplinary Child Research.**

NOSEB attaches great importance to international collaboration. The centre's numerous research conferences are a vital part of this. Its hosting of Childhood, the leading journal within the field of childhood research, published in collaboration with Sage Publications Ltd., is another example. NOSEB's international profile is also developed through the centre's participation in several research networks and through the fact that it is a key institution in Childwatch International. The centre includes several internationally acclaimed child researchers, and its master's and PhD courses also have a strongly international profile.

**Courses for Ed-Xchange students**

Department of Education (together with NOSEB) will offer courses in English for 2013-2014 for a total of 30 ECTS, but the courses might vary. The courses described here are the courses offered in 2012.

The Institute of Pedagogy provides the following two courses:

**PED1021 - Enlightenment, Society and Education - 7,5 ECTS**

Assessment: Written assignment
Course content:

Knowledge has become an increasingly debated theme in modern education in deciding what to be transferred from one generation to the next. Over time knowledge has proven to be like a double-edged sword, of both social scientific mastery as enlightenment and of social regulation and control of agents within educational institutions. This course outlines and explores this contradiction and points out consequences and educational possibilities keeping this contradiction in mind. It implies a basic focus on micro interactions in pedagogical settings and what they owe to their overall conditions: historical inheritance, bodily and social experiences, cultural diversity as well as series of macro level conditions. Pedagogical practices in formal, informal and non-formal education will be reviewed as well as the relationship between them. Basic theories on education will be attributed to empirical research on educational practices and on socialization.

Curriculum:
The reading list for the course counts around 500 pages of which up to 100 pages are to be selected by the student. The selected reading material must be approved by the responsible course coordinator before 1st of November.

Teaching and course activities:
Teaching methods: ,individual study or group based study under supervision. Assessment: A written assignment limited to maximum 10 pages. Topic, research question and theory must be approved by the responsible course coordinator before November 1st. Deadline for the hand-in is December 10th.

Learning objectives:
The course renders knowledge about and theoretical perspectives on: - The relationship between knowledge as enlightenment and social control. - The relationship between pedagogical interactions and contextual conditions - The relations between formal, informal and non-formal education.

**PED1022 - Education and the Welfare State - 7,5 ECTS**

Assessment: written exam

Course content:

The course provides an introduction to the development of the educational system in the Scandinavian countries, the historical and political background. The students will be presented with an analysis of the educational philosophy in Scandinavia regarding economic as well as democratic, cultural and social motives. The ideal of every person’s right to education has been a central point in school policy in Scandinavia. In spite of this, differences in education between girls and boys, various ethnic groups, and children and adolescents of different social standing, arise. Possible explanations to this development will be discussed throughout the course.

Curriculum:
The required course reading material is on approximately 500 pages.

Teaching and course activities:
2 hours of lectures per week, 1 hour of seminar per week. Form of assessment: 4 - hour individual written examination.

Learning objectives:
The aim of the course is to give students knowledge about the educational system in Scandinavia, and the philosophy it is built on.

**Norwegian Centre for Child Research (NOSEB) provides the following two courses:**

**BARN2001 Children’s Rights in a Global Perspective** - **7,5 ECTS**

Assessment: Written exam

Course content:

The course presents an overview of different declarations on children's rights, its principles and procedures for implementation. The principle of the 'best interest of the child' and children's rights to provision, protection and participation will be discussed related to international policies and topics such as education for all and alleviation of poverty. A gender perspective will be included.

Curriculum:
Information will be given at the beginning of the semester.

Teaching and course activities:
Total lecture hours: ca. 20 hours.

Learning objectives:
The main objectives of the course are to provide students with knowledge of: \* The UN Convention on the Rights of the Child (CRC); articles, principles and practices. \* Regional conventions on children's rights (e.g. the African charter on the rights of the child). \*

Poverty, education and well-being; the state of the world's children. \* Rights discourses as a tool to improve children's lives and well-being in different parts of the world, including the role of the civil society.

**BARN2002 Childhood, Education and Well-Being with a Particular Focus on Africa - 7,5 ECTS**

Assessment: Written assignment

Course content:
The course presents perspectives on childhood, everyday life and learning in a cross-cultural perspective, with a particular emphasis on countries in Africa. Learning related to children's participation in everyday life activities such as work and play will be emphasised. Rights to education, schooling and formal education in a life-long perspective will be discussed. Gender, and the role of education to enhance well-being and reduction of poverty for all will be included.

Curriculum:
Information will be given at the beginning of the semester.

Teaching and course activities:
Total lecture hours: ca. 20 hours.

Learning objectives:
The main objectives of the course are to provide students with knowledge of: \* Childhood, everyday life and learning. \* Right to education in the UN Convention on the Rights of the Child, and the African Charter on Children's Rights and Welfare. \* Early childhood education and care. \* Gender perspectives on schooling and well-being.

1. Please, note: If you plan to participate in the German language course and the cultural program (in September), you will have to buy a public transport ticket for the month of September. [↑](#footnote-ref-1)