

## **LOS8011 Current Issue: Bildung, Education, and Social Change**

**Autumn 2024**

### **Course coordinator and lecturer:**

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### **Co-lecturers:**

Daniel Sundberg, Professor of Education, Linnaeus University, Sweden

David Baker, Professor of Education, Sociology and Demography, The Pennsylvania State University, USA

### **Course content**

Developing and advancing education systems constitutes a big recurring task for governments and societies around the world. Education is often caught in crossfire of those who attribute the rise of modernity and progress to it and those who blame it for reproducing persistent social inequalities. The course examines the relationship between education and society from comparative educational and sociological perspectives, and explores the ways through which (national) education systems have been evolving in recent history. More specifically, the course dissects and challenges the assumptions that two main Western educational traditions, namely Continental/Nordic Europe Bildung-based Didaktik and Anglo-American curriculum tradition, and critical, reproduction, and neo-institutional sociological theories are built upon and how they shaped and continue to shape schooling in 21<sup>st</sup> century. The focus will also be on how these theoretical perspectives affect social change at individual and collective level. Central themes are Bildung, key competences, and educational transformation. The goal of the course is to enable students develop advanced understanding and criticality about why we have the education systems we have and what implications that has for present and future of education and societies locally and globally.

### **Learning outcomes**

#### **Knowledge**

The student

- has advanced knowledge of Bildung-based Didaktik and curriculum ideologies and can discuss them from a comparative perspective
- can critically reflect on concepts of Bildung and key competences and can discuss implications they have for education theory, policy, research, and practice
- has advanced knowledge through sociological perspectives of the role of education for social change and transformation in national and global arenas.

#### **Skills**

The student

- can apply their knowledge on Bildung and key competences for a more comprehensive understanding of education reforms over past two decades, primarily within the European/Nordic context
- can discuss similarities and differences of European/Nordic vs Anglo-American education traditions and implications they have (had) for national and international education policy and practice
- can apply knowledge of sociological perspectives on education's role for social change and transformation to position themselves theoretically and methodologically

## **General competence**

The student

- can apply theoretically-grounded and research-based knowledge to advance theoretical and methodological framing their research projects
- can judge how different assumptions behind education traditions and sociological perspectives shape own understanding and interpretation of education as a social institution
- can identify and critically analyze challenges and opportunities associated with education in democratic and pluralistic societies, locally and globally.

## **Recommended prerequisites**

Admitted in an accredited PhD programme in education or a related social science programme in Norway or another international university.

## **Required previous knowledge**

Master's Degree or equivalent. PhD students are prioritized for admission.

Admission restrictions\*: The course is limited to a maximum of 25 students, where 6 spots are reserved for applicants from other institutions affiliated with NorTED ([www.nor-ted.com](http://www.nor-ted.com)). If there are less than 5 applicants, the Department of Teacher Education reserves the right to cancel the course.

\* Applicants will be ranked based on the following criteria and deadline for applications can be found on [our web page on PhD courses at the department](#).

## **Teaching and learning methods and activities**

Seminar-based education where learning and teaching activities include lectures, discussions and student presentations, individually and/or in pairs and groups.

The course will be taught in English.

## **Compulsory activities and assignments**

- Attendance 80%
- Individual, pair and group work
- Two reading cards (based on two articles/chapters chosen from a pool of articles/chapters assigned by instructors or self-selected within course themes)
- One draft essay with oral presentation in the last sessions of the course
- One final essay/paper within 6 weeks after the last course session.

### **Evaluation method**

- Home essay/paper
- Grade: Passed / Not Passed

### **Further on evaluation**

The exam is an individual assignment of 3000 words (+/- 10%, excluding references) on a freely chosen topic within the course themes, and which may (but not necessarily) build a bridge to one's own PhD thesis.

Text submitted for assessment in the required academic coursework may be included in the thesis in *revised form*. (According to NTNU PhD regulations).

For a retake of a failed exam, the candidate can submit a revised version of a previously submitted text in the course. If the submission is a revised version of a previously submitted text, this must be clarified in the text.

### **Course material**

About 600 pages of reading material/texts. Will be announced at course start.