



COURSE PLAN

International Further Education Programme in Folk High School Pedagogy (IFEFHP) – part 1

Included in study programme

No affiliation to existing programmes

Course name (Norwegian bokmål)

Internasjonal videreutdanning i folkehøgskolepedagogikk

Course name (Norwegian nynorsk)

Internasjonal videreutdanning i folkehøgskulepedagogikk

Course name (English)

International Further Education Programme in Folk High School Pedagogy

Course code (FS)

IFEFHP

Course level

Bachelor level

Course scope and organisation

- Number of credits: 15 ECT
- Number of semesters: 2
- Language of instruction: English
- Course organisation: Online course with 8 online seminars and one three-day seminar, mainly online but with the possibility of students meeting physically on campus (hybrid solution). The course will also include sessions in smaller groups based on required assignments.



COURSE PLAN – part 2

Academic content in course

The course seeks to meet the need for further professional development of teachers working in folk high schools in their varied manifestations worldwide.

The course design is based on project-based teaching and learning to empower the course participants to enhance their own teaching practice. Through seminars, reflective group assignments, individual supervision and practice-oriented research activities the dialogical teaching aims at the participants designing, implementing and evaluating pedagogical development projects at their own workplace.

In terms of theory, the course introduces central educational frameworks and backgrounds for folk high school, such as the pedagogical philosophies of N.F.S. Grundtvig, Paolo Freire and Rabindranath Tagore. The course also scrutinizes relevant learning theory with emphasis on critical pedagogy and the history of folk high school. Course literature and seminars will cover topics such as:

- social and political perspectives on pedagogical practice.
- the development of folk high school pedagogy and related pedagogical traditions.
- the critical debates that have shaped the folk high school movement.
- contemporary social science perspectives on folk high school pedagogy.
- social science methods with focus on research on pedagogical practice.
- education for sustainable development, democracy and human rights.

Overall, this course deals with critical pedagogy in theory and practice, enhancing a living interaction between the teachers and the values, practices and purpose of the folk high schools.

Required prerequisite knowledge

For admission, the applicant should have completed a professional teacher training programme, as well as be able to document employment at a folk high school connected institution. The possibility of admission based on prior experience is available, but all students are expected to fulfil the minimum standard of Higher Education Entrance Qualification. Students applying for a stipend must provide a one page (about 400 word) motivational letter. Students found applicable for a stipend will be interviewed. Applicants for stipends are accepted on the basis of motivation, work experience and former education.

Learning outcome

The "International Further Education in Folk High School Pedagogy" enables the student to develop responsibility and autonomy in his/her profession as a folk high school teacher. The learning outcomes can be defined as follows:

**Knowledge:**

The student

- has in-depth knowledge of relevant theory on folk high school pedagogy.
- has basic knowledge on the historical developments of the folk high school movement, especially in the Nordic countries.

Skills:

The student

- will align his/her school's values and purpose with his/her teaching practice.
- will relate relevant theory on folk high school pedagogy to his/her own teaching practice.

Competence:

The student

- is able to design, implement and evaluate pedagogical development projects at his/her own school.
- develops professional responsibility in his/her teaching practice.
- can independently reflect and further improve his/her teaching practice.

Learning activities

Students enrolled in the programme will meet for interactive online seminars on a variety of themes as well as a three day hybrid seminar. The learning activities of the seminars include lectures, dialogical teaching, group work, problem and project-based learning, tutorials and workshops as well as self-study. Students will learn to read and examine academic publications critically and relate them to their own pedagogical practice. Parts of the course literature will be chosen by the participants in order to ensure the literature's relevance to their own teaching. Assigned course work represents an integral part of the teaching approach and methodology of this program.

Supervised professional training

Each student will be assigned a mentor who will supervise the assignments and course work related to the participant's own teaching practice. The mentor will have online tutorial meetings with the student each semester.

Coursework requirements

A central part of the course work is the self-study of literature. 70% of the course literature will contain texts common to the whole class and 30% will be individually selected by students and their mentors.

The course includes two mandatory papers dealing with the participants' professional development. One of the papers is a group assignment where students design, plan, implement and evaluate an action research project. In the second paper, which is written individually, the students reflect on their own teaching practice and connect it to the course literature. Both papers will be presented at seminars and reviewed at the final oral exam. Papers and final exam may be presented in the student's primary language when a reviewer is available in that language.

Compulsory activity and compulsory attendance

The participation in the online seminars as well as the three-day hybrid seminar is compulsory. The student is expected to work independently as well as in groups with other students. Submission of the two reflective papers (group and individual) is mandatory in order to be approved for the final oral exam.

The assigned literature for the course is divided in two parts. There will be a list of required reading containing the basic course literature. Each student must also choose 500 pages of individual literature, preferably connected to the student's area of teaching. Individual literature may include texts in other languages than English.

Course expenses

Study fee and semester fee.

Forms of assessment

Two mandatory papers and a digital examination

Examination support material

All course material may be used.

Literature (reading list)

Bhattacharya, A. (2011). *Paulo Freire: Rousseau of the twentieth century* (Vol. 5). Springer Science & Business Media.

Grundtvig, N. F. S. (2011). *The School for Life: NFS Grundtvig on Education for the People*. Aarhus: Aarhus University Press

Haddad, S., et al. (2020). Grundtvig e Freire: escolas populares na Dinamarca e no Brasil.

Haddad, S. (2021). Paulo Freire: A necessary voice. *Australian Journal of Adult Learning*, 61(3), 456-459.

Hammersley, M. and Atkinson, P. (2009). *Ethnography, principles in practice*. London: Routledge.

Illeris, K. ed. (2009). *Contemporary Theories of Learning. Learning Theorists ... in Their Own Words*. London: Routledge.

Korsgaard, O. (2011). Grundtvig's philosophy of enlightenment and education. In *School for Life*. Aarhus: Aarhus University Press

Laginder, A., Nordwall, H. & Crowther, J. (Eds.) (2013). *Popular Education, Power and Democracy*. Leicester: National Institute of Adult Continuing Education.

Lövgren, J. (2019). Community, Self and the Other: Learning Processes in Norwegian Folk High Schools. *Scandinavian Journal of Educational Research*, 63(5), 789-804.

Osler, A. (2018). Human rights education: a project for our common future. *Human Rights Education Review*, 1(1), 01-04.

Weiss, M.N. (2017): With Life as Curriculum: On the Relevance of the Socratic Method in Norwegian Folk High Schools. *Journal of the American Philosophical Practitioners Association*, vol. 12, nr. 3.

* [Approved course plan](#)

* [Change description](#)