



## Programme syllabus

Faculty of Arts and Humanities

Nordiskt masterprogram för språklärare, 120 högskolepoäng

Nordic Master Programme for Foreign Language Teachers, 120 credits

### Level

Second Level

### Date of Ratification

Approved 2014-12-15

Revised 2018-10-29 by the Faculty Board within the Faculty of Arts and Humanities

The programme syllabus is valid from autumn semester 2019

### Prerequisites

General entry requirements for studies at the second level and specific entry requirements:

- at least 80 credits in the chosen language (English, French, German or Spanish),
- Degree in education for lower or upper secondary school with a specialisation in English, French, German or Spanish, or the equivalent, and
- Swedish A/Swedish 1 and English A/English 6 or the equivalent.

### Description of Programme

The programme is primarily directed towards students in Sweden or Norway who have a degree in education including one of the teaching languages English, French, German or Spanish. The purpose of the programme is for students to develop subject-didactic and practical competence in teaching a foreign language. Students develop in-depth knowledge of their language and of various subject-didactic theories and issues, and obtain an international profile to their education. Students who have completed this programme may apply to research programmes in their target language with a linguistic or didactic specialisation.

### Objectives

**Central qualitative targets according to the Higher Education Ordinance**

#### *Knowledge and understanding*

For a Degree of Master of Fine Arts (120 credits) the student should

- demonstrate knowledge and understanding in the main field of study, including both broad knowledge of the field and a considerable degree of specialised knowledge in certain areas of the field as well as insight into current research and development work, and
- demonstrate specialised methodological knowledge in the main field of study.

#### *Competence and skills*

For a Degree of Master of Fine Arts (120 credits) the student should

- demonstrate the ability to critically and systematically integrate knowledge and analyse, assess and deal with complex phenomena, issues and situations even with limited information,
- demonstrate the ability to identify and formulate issues critically, autonomously and creatively as well as to plan and, using appropriate methods, undertake advanced tasks within predetermined time frames and so contribute to the formation of knowledge as well as the ability to evaluate this work,
- demonstrate the ability both nationally and internationally to present and discuss his or her works and artistic issues in speech, writing or in other ways and in dialogue with different audiences, and
- demonstrate the skills required for participation in research and development work or autonomous employment in some other qualified capacity.

#### *Judgement and approach*

For a Degree of Master of Fine Arts (120 credits) the student should

- demonstrate the ability to make assessments in the main field of study informed by relevant disciplinary, social and ethical issues and also to demonstrate awareness of ethical aspects of research and development work,
- demonstrate specialised insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used, and
- demonstrate the ability to identify the personal need for further knowledge and take responsibility for his or her ongoing learning.

#### *Programme-specific objectives*

After completing the programme, the student should be able to:

- demonstrate advanced knowledge of either English, French, German or Spanish,
- demonstrate advanced knowledge of various aspects of teaching a foreign language in school,
- adapt language teaching to pupils' various linguistic and cultural backgrounds,
- analyse their role as a teacher of a foreign language and apply in-depth knowledge of various language-didactic theories and issues,
- use ICT (information and communication technology) as an integrated tool in all language teaching,
- communicate an understanding of how important knowledge of a foreign language is in a modern, globalised society with regards to culture, democracy and mobility,
- demonstrate a responsible attitude regarding the use of electronic information channels and convey this attitude to pupils.

#### **Content**

The programme is offered in collaboration between three different higher education institutions. Each institution is responsible for several courses within the programme. The collaborating institutions are Linnaeus University (LNU), Østfold University College (HiØ), Norway, and University of Gothenburg (GU). The programme has a coordinator responsible for quality assurance, development and coordination. The Programme Advisory Board is responsible for the long-term, strategic development of the programme. The board includes the programme coordinator, representatives for each subject and higher education institution, student representatives, and at least one external member representing the educational system.



### **Programme Overview**

The programme is a two-year, full-time, distance programme. Students may, however, study the programme part-time by taking 10 or 20 credits per semester instead of 30 credits. The remaining courses are then studied the next time the courses are offered, within the scope of the full-time programme. In the first three semesters of the full-time version, students take various advanced courses in language and literature didactics of 10 credits each, offered by the three higher education institutions. In the second semester, a course in Methodology and project (20 credits) is offered at the University of Gothenburg and in the fourth semester, a degree project specialising in English, French, German or Spanish (30 credits) is offered at Østfold University College.

#### *Online studies*

The programme is based on online studies and a large part of the teaching takes place through so-called online learning platforms. For example, virtual seminars are arranged through the online learning platform. Students will be provided with support by the participating institutions. The programme has a common home page where students have access to relevant information regarding the respective institutions.

#### *Physical meetings*

At the beginning of the first semester, a two-day seminar is offered at one of the participating institutions for the courses included in the semester. This seminar includes a basic introduction to the entire programme and to the resources used in online teaching. An important purpose of the first meeting is that the students get to know one another. Each semester is introduced by a physical meeting in which the courses in the semester are introduced. In the fourth semester, the ongoing degree project is discussed. The meetings are organised as follows:

Semester 1: Two-day meeting at the beginning of the semester. Introduction to the programme and online teaching. Introduction to the courses included in the semester.

Semester 2: Two-day meeting at the beginning of the semester. Introduction to the courses included in the semester and to literature retrieval for the course Methodology and Project.

Semester 3: Two-day meeting at the beginning of the semester. Introduction to the courses included in the semester. Introduction to Master's thesis.

Semester 4: One-day Master's-thesis seminar during the first part of the semester.

### **Courses in the programme**

The programme includes eight compulsory courses offered by the participating institutions according to the following:

#### *Semester 1*

- Communication, 10 credits, level A1N (LNU)
- Intercultural education, 10 credits, level A1N (HiØ)
- Focus on form in education, 10 credits, level A1N (GU)

#### *Semester 2*

- Literature in language teaching I, 10 credits, level A1N (LNU)
- Methodology and project, 20 credits, level A1N (GU)

#### *Semester 3*

- Language analysis of pupils, 10 credits, level A1N (HiØ)
- Literature in language teaching 2, 10 credits, level A1N (HiØ)
- Changing language, 10 credits, level A1N (HiØ)

Or studies abroad in English, French, German or Spanish at the equivalent level. Courses are chosen in consultation with the programme or subject coordinator.

#### *Semester 4*

- Degree project, 30 credits, level A2E (HiØ)



GU: Gothenburg University is responsible for offering the course; HiØ: Østfold University College is responsible for offering the course; LNU: Linnaeus University is responsible for offering the course. All courses are at the second level.

The courses include both theory and practical applications, and are delivered in English, French, German, or Spanish. Aspects of language proficiency are integrated in each course.

Progression in the programme takes place as follows: The introductory courses Focus on form in education, Intercultural education, Communication and Literature in language teaching I constitute the basis for Methodology and Project as well as the three advanced courses in the third semester. The course Methodology and project prepares the student for the degree project to be completed in the final semester. This course aims to provide the student with knowledge of relevant research methods and theoretical tools to be used as a starting point to independently plan, conduct and, in the target language, present a project that illustrates aspects of foreign language learning in schools. In addition to this course, which explicitly focuses on scientific theories and methods, the programme includes a large amount of research literature to make the connection to research very clear. After completing the programme, students will be eligible and well-prepared for research courses and study programmes (third-cycle level) in English, French, German or Spanish with a specialisation in both linguistics and language didactics. Choice of theme for the project work should be made in keeping with the choice of subject for the following degree project in order to insure good progression and completion of the work.

#### **Societal relevance**

Students are expected to keep close contact with activities in schools through their own experience as teachers. Students are encouraged to reflect on the practical teaching dimension of the theories and research they encounter in the course literature, which means that the practical dimension of working as a teacher is added to the content of all courses. The connections to working life are also strengthened in the project and degree project.

#### **Internationalisation**

The entire programme is an international collaboration and international aspects characterise all parts of the programme. In addition to participating in teaching and reading literature in their target language, the students meet both students and teachers from several countries. Students may take one or several of the courses at a higher education institution in their chosen language area (an English-, French-, German- or Spanish-speaking country). If the student conducts studies abroad, the courses must be equivalent to the content of the programme in terms of main field of study and level. Courses are chosen in consultation with the programme coordinator. Students have the opportunity to study abroad at any of the universities with which Linnaeus University has agreements. Most of the the course literature should be in the target language.

During an exchange period abroad of at least three months, the student may complete their degree project with supervision from Østfold University College. In such case, the degree project should be completed during the fourth semester of the programme (for the full-time version).



### **Programme perspectives**

Since the programme prepares students for work in school, where values such as equality, diversity and equal treatment are given high priority, it necessarily prepares students for managing situations in which such aspects are central. During the programme, special attention is paid to understanding ethnic and cultural diversity among pupils in schools. Equality, diversity and sustainable development are also encouraged by the course format, online studies, since this allows for a greater number of student categories to participate as well as for some of the material to be distributed online instead of using paper.

The programme provides a unique insight into teaching a foreign language in Scandinavia, both comparatively and specifically. In addition, both European and global perspectives on teaching in a foreign language are integrated in all of the courses in the programme. The students' general knowledge as well as knowledge of teaching is developed through encounters with other school systems, other teaching experiences that their own, and courses specialising in both literature and linguistics. These encounters, together with knowledge of the research basis of the teaching professions, provide students with the opportunity to plan teaching appropriately and contribute to the application of research in society.

How these perspectives are integrated in the teaching and examined is specified in the syllabus for each course.

### **Quality Development**

Course evaluations are conducted after each course and a programme evaluation is conducted at the end of the programme. Compilations of course and programme evaluations are archived at the department. Student representatives participate in the compilation of the evaluation reports as well as in discussions of them at the Programme Advisory Board. The evaluation reports are also available to the other students. The Faculty of Arts and Humanities has a quality system for the follow-up and development of programmes. An Education Council prepares programme syllabi and other aspects concerning quality, such as the right to award degrees and the range of programmes offered, before the Faculty Board makes the final decisions. Revised and new syllabi are prepared in Syllabus Committees before the Head of Department or the Dean makes the final decision about approval. Every year the range of courses and programmes offered is evaluated in accordance with the Faculty's plan for systematic quality work.

### **Degree Certificate**

After completing their studies, in accordance with the requirements stated in the Qualification Ordinance in the Higher Education Ordinance and in Linnaeus University's local Qualification Ordinance, the student may apply for a degree. Students who have completed the Nordic Master Programme for Foreign Language Teachers may obtain the following degree:

Master of Arts 120 credits with specialization in Education Main field of study: English, French, Spanish or German

*Filosofie masterexamen med inriktning mot undervisning i skolan Huvudområde: Engelska, Franska, Spanska eller Tyska*

The degree certificate is issued in two languages (Swedish and English). A Diploma Supplement in English is enclosed with the degree certificate.

### **Other Information**

Since the programme is offered as a distance programme and all activities, except for the physical meetings, occur through various websites, access to a computer no older

than three years is required. The computer must be equipped with a headset and a reliable and fast Internet connection.

Students must themselves finance the costs that occur in connection with the compulsory meetings (travel, accommodation and meals).

#### *Type of instruction*

The courses are web-based and delivered through each institution's online learning platform, in the respective target language. The courses are adapted to each language and their traditions and perspectives on the subjects covered.

#### *Examination*

Several different examination forms are used in the programme, including written take-home examinations, projects, oral presentations and a degree project. Examination forms are described in further detail in the respective course syllabus at the institution offering each course. Grading is conducted in line with regulations at each institution.