

<b>PED-2009 Education, Development and Peace</b>	
<b>Name</b>	English: Education, Development and Peace
<b>Course code and level</b>	PED-2009
<b>Type of course</b>	Bachelor level. Theoretical. Singular course.
<b>Scope of course</b>	10 stp.
<b>Required / recommended previous knowledge</b>	Higher Education Entrance Qualification or prior learning and work experience Application code 9199 – singular course lower levels
<b>Course contents</b>	<p>The course gives a broad overview of the study of the relationship between education, development and peace, and in-depth study of:</p> <ul style="list-style-type: none"> <li>• the relationship between education, modernization processes and violence/peace;</li> <li>• the relationship between the state and minorities in the field of education, with a specific focus on the relation between education, modernisation processes, assimilation/ integration and violence/peace;</li> <li>• the influence of context on educational projects aimed at violence reduction or peace and the evaluation of educational projects in this area;</li> <li>• the relationship between peace/violence in the local environment, and peace/violence between states;</li> <li>• epistemological questions related to central concepts in peace education and evaluation of peace education programs.</li> </ul>
<b>Learning outcomes</b>	<p>Students who have successfully completed the course will have achieved the following learning outcomes:</p> <p><b>Knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• central issues concerning the relationship between education, development and violence/ peace</li> <li>• barriers to achieving sustainable peace or violence reduction</li> <li>• educational programs aimed at violence reduction and peace</li> <li>• how context factors may affect the outcome of educational programs aimed at violence reduction or peace</li> <li>• problems connected with the evaluation of this kind of education programs</li> <li>• the possibilities and limitations in applying knowledge of micro-level effects at the national and international level</li> </ul> <p><b>Skills in:</b> Writing an academic essay on a theoretical or empirical theme or issue in the field of education-development-peace, basing the essay on academic/research literature, and express one's arguments in an academic style</p> <p><b>Competence in:</b> Applying knowledge and understanding, and problem solving in the multidisciplinary field of education, development and peace.</p>

<b>Relevance in the degree program</b>	Singular course for Bachelor's degree programme in Education
<b>Teaching and working methods</b>	Lectures and seminars. Ca 10 lectures (2 x 45 min each) and a corresponding number of seminars. Supervision: Oral feed-back on the presentation in class (work requirement).
<b>Practice</b>	
<b>Quality assurance of the course</b>	This course is evaluated at least once during the program cycle in accordance with the UiT Quality Assurance System.
<b>Coursework</b>	The following coursework requirements must be completed and approved in order to take the final examination: <ul style="list-style-type: none"> <li>• Oral presentation in a teacher directed seminar of a theoretical question, or a research question, which is related to the home examination.</li> </ul>
<b>Assessment and examination</b>	The examination consists of one home assignment, an essay of 4000-4500 words.  The examination will be assessed on an A-F grades scale. Grades are A-E for passed and F for failed.
<b>Re-sit examination</b>	Re-sit examination is offered in the beginning of the following semester in cases of grade F or Fail. Deferred examination is offered in the beginning of the following semester if the student is unable to take the final examination due to illness or other exceptional circumstances. Registration deadline for retake is January 15 for autumn semester examinations and August 15 for spring semester examinations.
<b>Syllabus</b>	Circa 700 pages
<b>Language of instruction and examination</b>	English