



APPLIES TO ACADEMIC YEAR 2014/2015

MAN 3131/3132/3133/3134 School Management

Programme

Business Adapted Master of Management Program, Master of Management Program

Responsible for the course

Johan From

Department

Department of Communication and Culture

Term

According to study plan

ECTS Credits

30

Language of instruction

Norwegian

Introduction

The ambition of the program is to enhance leadership capacity in the school by putting focus on developing teachers as leaders. Through this program teachers will be provided the necessary competencies in management, knowledge of management and skills in management that will allow them to fill such a role. The program will give teachers better understanding of organizations and skills related to interaction and group creativity within the staff. It also puts focus on the use of digital tools in the school and the potential and challenges involved in their use. The program's target group is teachers with experience and teachers who already have management tasks as team leaders or in similar roles. The program will provide the target group management skills with regard to knowledge, skills and conduct. Moreover, it has a strong foundation in the subject area and can share with the target group the experience that BI has acquired in its previous school related programs.

Learning outcome

knowledge

will give students fundamental knowledge of the challenges and possibilities associated with management, why management in schools is important for the development of a better Norwegian school, how projects and teams can best be organized and what creates opposition to changes management wishes to see implemented. The program also gives students an understanding of the changes and challenges associated with the transition to a digital-oriented society and provides an introduction to how digital tools can be used in the school and in the society

Acquired

The program

skills

will, in their management roles, be able to express with precision why change and innovation are necessary in order to develop a school with a greater scope of student learning outcomes. They will be able to lead their colleagues through working routines that result in interactive teamwork in projects. Consequently, they will have to manage conflicts and opposition that arise due to old habits and familiar routines being challenged. Students will become familiar with, and be able to use, different tools for digital learning and communicate effectively in the digital arena.

Acquired

Students

primarily be set to develop greater responsibility and autonomy in the development of quality in the pupils' learning process in school. They will, as leaders, be able to take qualified choices that meet the demand for digital competence in school through use of different forms of blended learning. Students will, to a greater extent than previously, feel comfortable taking a leadership role in relation to colleagues at their same level.

Reflection

Students will

Prerequisites

General admissions requirement: 180 ECTS in addition to 4 years of work experience. Please consult our student regulations.

Compulsory reading

Books:

Andersen, Erling S. 2005. Prosjektledelse : et organisasjonsperspektiv. NKI-forlag. Kapittel 1-3 og 7. (ca. 200 sider).

Bakken, Anders, Ørnulf Seippel. 2012. Framgangsrike skoler under Kunnskapsløftet. Norsk institutt for forskning om oppvekst, velferd og aldring. NOVA notat ; 10/2012

Christensen, Clayton, Michael B. Horn and Curtis W. Johnson. 2010. Disrupting class : how disruptive innovation will change the way the world learns. Expanded ed. McGraw-Hill. Kapittel 1-5 (126 sider).

Hattie, John. 2013. Synlig læring for lærere : maksimal effekt på læring. Cappelen Damm akademisk. 347 sider.

Hjertø, Kjell Brynjulf. 2013. Team. Fagbokforlaget. 260 sider

Martinsen, Øyvind L., red. 2009. Perspektiver på ledelse. 3. utg. Gyldendal akademisk. Kap 1-5, 8 og 9 (200 sider)

Nordahl, Thomas. 2012. Klasseledelse. Gyldendal akademisk. 60 sider. En del av serien: Dette vet vi om

Nordenbo, S. E. 2012. Kunnskapsløfte som reformprocess. Aarhus Universitet. Lenke til rapporten: <http://www.udir.no/Upload/Rapporter/2013/Synteserapport%20Nordenbo%20Endelig.pdf>

Olsen, R.V., Hopfenbeck, T. N., Lillejord, S. & Roe, A. 2012. Elevenes læringsssituasjon etter innføring av ny reform : synteserapport fra evalueringen av Kunnskapsløftet. Universitetet i Oslo.. Kap. 1. Lenke til rapporten: <http://www.udir.no/Upload/Rapporter/2013/Synteserapport%20RVO%20endelig%20jan%202013.pdf>

Robinson, Viviane. 2011. Student-centered leadership. Jossey-Bass. 192 sider.

Tapscott, Don. 2009. Grown up digital : how the net generation is changing your world. McGraw-Hill. Kapittel 1-4 (112 sider)

Articles:

Aktuelle artikler og utdrag kommer i tillegg til hver samling.

Recommended reading

Course outline

creates good learning outcomes	Module 1 What
as an organization	The school
important factors influencing effectiveness in the school	The most
to blended learning and the blog method	Module 2 Introduction
the digital information society	Module 3 Transition to
tools/Blended learning	Digital
team management	Module 4 Team and
management	Change
the program, leadership training will be provided. Leadership training will be a combination of introductory lectures, exercises and feedback. The purpose of this is to instill in students confidence in demanding leadership situations.	Module 5 As a part of
training, students' own leadership profiles will be addressed, both to assess how they themselves as leaders use their resources and as a foundation for developing their own leadership style. Central to this is the development of individual action plans and how these can be implemented in their leadership style.	In leadership
management	Module 6 Project
school management	Model

Computer-based tools

The program requires access to PC/Mac. In addition students must have programs that convert html to pdf. It's learning is a central digital platform for the course. Students will also have to become familiar with other digital tools.

Learning process and workload

The program

is carried out in five modules of two days' duration in addition to one module for leadership training. In between the modules, there will be extensive use of net-based exercises such that teaching time comes to a total of 150 hours. The program is based on a "blended learning" concept, e.g. a teaching platform in which modules and net-based learning are the two major forms of teaching. This puts time management and self-study of the syllabus at a premium. Personal counseling will vary somewhat in the different Executive Master of Management programs. Personal counseling will be provided in addition to counseling during the lectures. In general, students can expect advisory counseling as opposed to evaluative counseling. Counseling time is estimated to be two hours per student taking the Master's program as a standard program. For students taking the Master's program as their graduating program, the time estimated for counseling is six hours.

In programs in which attendance is not mandatory, it is the student's responsibility to access the information given during the lectures but not made available in the program's homepage/It's learning or other course material.

Coursework requirements

None

Examination

The students are evaluated through a term paper, counting 18 ECTS, and portfolio assessment, 12 ECTS.

The term paper can be written individually or in groups of up to three persons. Approximately 30 pages plus attachments.

Portfolio assessment is comprised of four blogs. It is required that students open a real blog. Anonymous blogs will not be accepted. The blogs will be published at given deadlines. Ongoing feedback will be given on the basis of given criteria and students can revise their blogs up to the time of handing in the exam. The handed-in portfolio is in its entirety the foundation of the grade.

Both evaluations must be passed to obtain a certificate for the program.

For students taking this programme as the final Master of Management Program the following applies:
The students are evaluated through a term paper, counting 24 ECTS and portfolio assessment, 6 ECTS. The term paper may be written individually or in groups of maximum two persons. Both evaluations must be passed to obtain a certificate for the program.

Examination code(s)

MAN 31311 - Term paper; counts for 100 % of the grade to pass the program MAN 3131, 18 ECTS.
MAN 31321 - Portfolio assessment; counts for 100 % of the grade to pass the program MAN 3132, 12 ECTS.
Both evaluations must be passed to obtain a certificate for the program.

For students taking this program as the final Master of Management Program the following applies:
MAN 31331 - Term paper; counts for 100 % of the grade to pass the program MAN 3133, 24 ECTS.
MAN 31341 - Portfolio assessment; counts for 100 % of the grade to pass the program MAN 3134, 6 ECTS.
Both evaluations must be passed to obtain a certificate for the program.

Examination support materials

All support materials allowed.

Re-sit examination

At the next completion of the course. When a program is discontinued, a replacement program is used for the re-sit.

The assessment is mainly based on more than one examination code. Where this is the case, you may re-sit only the assessed components of one of these examination codes. Where this is not the case, all of the assessed components of the course must be retaken. All re-sit examinations will incur an additional fee.

Additional information