



APPLIES TO ACADEMIC YEAR 2014/2015

MAN 3151 Management of Learning

Programme

Business Adapted Master of Management Program, Master of Management Program, Master of Management with specialization in School Management

Responsible for the course

Johan From

Department

Department of Communication and Culture

Term

According to study plan

ECTS Credits

15

Language of instruction

Norwegian

Introduction

The ambition here is to increase leadership capacity in schools by focusing to a greater extent on teachers' role as leaders. With this program teachers will be provided the necessary competence in management, skills in management and proficiency in management in order to be able to succeed in this role. The programme will give teachers a greater understanding of organisations and competence to interact and cooperate creatively with their colleagues. The target group is teachers with experience and teachers who already have management tasks as leaders of teams or in similar roles. The programme will give the target group fundamental competence in management and the comprehensive aspects of the school that management will influence with regard to knowledge, skills and attitudes. It will be based to a great extent on subject content and experience that BI has used as a foundation for its previous school programmes.

Learning outcome

Acquired knowledge

The programme will give students fundamental knowledge of what the management role poses with regard to possibilities and challenges, why relations management in the school is important for the development of a better Norwegian school, how cooperative management can be developed among teachers and how students' learning processes can be managed in the best possible way.

Reflection

Participants in the programme will, as leaders, be able to formulate ideas and express themselves with precision regarding why change and creation are necessary to the development of good school environments that provide greater learning outcomes for students. They will be able to lead their colleagues through working processes that promote cooperation in teams and projects. Consequently, they should be able to handle conflict and opposition which can arise when a leader challenges ingrown habits and accustomed working routines.

Reflection

Participants will first and foremost be put in a position to take greater and more independent responsibility for the development of quality in the school and to promote cooperation among teachers and enhance students' learning process in the school. They will dare, to a greater extent than previously, take a leader's role in relation to colleagues at their same level.

Prerequisites

Bachelor degree or equivalent and 4 years of work experience. Please consult our student regulations.

Compulsory reading

Books:

Hattie, John. 2013. Synlig læring for lærere : maksimal effekt på læring. Cappelen Damm akademisk
Nordahl, Thomas. 2012. Klasseledelse. Gyldendal akademisk. En del av serien: Dette vet vi om
Roald, Knut. 2012. Kvalitetsvurdering som organisasjonslæring : når skole og skoleeigar utviklar kunnskap. Fagbokforlaget
Robinson, Viviane. 2011. Student-centered leadership. Jossey-Bass

Collection of articles:

Aktuelle artikler og utdrag kommer i tillegg til hver samling

Other:

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

Recommended reading

Course outline

Module 1

Management of students' learning processes

Learning processes must be constructed and managed in special ways in order to assure good learning for students. The teacher's management of these processes has often been undervalued or under-communicated, and in many situations reduced to having impact on only a few class management dimensions. Recent research has shown that it is beneficial for students' learning that teachers expand this perspective to include other aspects of the learning process and, not least, the direct and essential "social contract" with the individual student.

Module 2

Relations management and communication

Knowledge organisations have as a basic condition that there is good and precise communication between members of the organisation and that mutual motivation, engagement and respect are in place. Consequently, relations management is important in the school. This has to do with a leader's relationship to students and colleagues, but not the least that the leader sees himself or herself as a leader. Good relations management helps hinder conflict and disagreement while allowing a leader to concentrate on solving the vital tasks facing a school.

Module 3

Management of teacher teamwork

Research shows that teacher teamwork is one of the most important factors in improving the quality of a school and consequently of the students' learning outcomes. At the same time, we know that much of today's teacher teamwork has too little impact on the content of teaching. There are strong indications that there are ways of working that also make teacher teamwork not only more challenging, but also more interesting and gratifying.

As a part of the programme, skills training will be provided for the students. Skills training will be a combination of introductory lectures, exercises and feedback. The purpose of this is to train students to be more secure in demanding management situations.

During skills training, focus will be put on the students' own leadership profiles, both to assess how they themselves as leaders can use their resources effectively and as a foundation for the development of an individual leadership profile.

Computer-based tools

The programme requires access to a PC/Mac. It's learning is a central learning platform for the teaching. Students will also be using other digital tools

Learning process and workload

The programme is carried out over four two-day modules. Between modules students will be provided extensive use of net-based exercises such that the total number of teaching hours comes to 75. The programme is based on a "blended learning" concept, i.e. a teaching method in which modules and net-based learning represent the two major teaching forms. Consequently, teaching to a great extent gives scope for adjustments in time and self-study of the syllabus.

In programmes where there is obligatory attendance, it is the responsibility of the student to access information made available at the lectures when this is not available on the programme's homepage/*It's learning* or other course material.

Coursework requirements

None

Examination

Students are evaluated through a term paper.

The term paper can be written in groups of up to 2 students. The period provided for this is 4 weeks. The maximum number of pages is 25, including references and attachments.

Examination code(s)

MAN 31511- Term paper; counts 100% to be given a grade in MAN 3151, 15 ECTS.

Examination support materials

All support materials allowed.

Re-sit examination

It is only possible to re-sit an examination at the next ordinary examination. When a programme is discontinued, the re-sit examination will take place in a replacement programme.

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