



NTNU – Trondheim
**Norwegian University of
Science and Technology**

Faculty of Social and Educational Sciences
Department of Education and Lifelong Learning

Ed-exchange

Ed-exchange is an Erasmus based exchange network consisting of Education Departments at six Northern-European Universities.



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Webpages

Ed-Exchange Trondheim
NTNU
Student in Trondheim – Student life and housing
Erasmus Student Network (ESN)
Tourist information

NTNU – Trondheim

NTNU has nearly 300 different cooperative (and) exchange agreements with institutions in 58 countries. The university also participates in numerous student exchange and placement programmes, such as the Erasmus+ Programme and the Leonardo da Vinci Programme. The other programmes are operated in cooperation with other Nordic countries. Exchange students who come to NTNU from abroad typically attend the university for a shorter period of time, usually between 3–12 months, before returning to their home university.

NTNU – facts and figures

- Main profile in science and technology
- Academic breadth: humanities, social sciences, medicine, health sciences, the science of education, architecture, fine arts and performing arts
- Headquarters in Trondheim with campuses in Gjøvik and Ålesund 9 Faculties, 55 departments and NTNU University Museum
- 8,051 full-time equivalent staff (2022)
- Over 43,000 students (2022)
- 8,333 completed bachelor's and master's degrees (2022) 399 doctoral degrees (2022)
- 4,062 international students from 122 countries (2022)
- Participating in 263 Horizon 2020 projects and has 29 ERC grants

Faculty of Social and Educational Sciences

Quality – Scope – Contribution

The Faculty of Social and Educational Sciences has a research and teaching profile that covers a wide range of subjects in a unique combination of social sciences, humanities, technology and natural sciences. This broad academic spectrum allows for cross-disciplinary collaboration and creative subject combinations. The Faculty's research covers a wide range of topics and disciplines and represents a unique combination of research. The broad academic platform facilitates interdisciplinary collaboration and multidisciplinary research. The Faculty offers a wide and diverse academic portfolio that provides unique opportunities for interaction between disciplines.

Quality in breadth depends on co-operation with the international community.

International orientation is one of the declared aims of the Faculty of Social and Educational Sciences.

Department of Education and Lifelong Learning

The Department of Education and Lifelong Learning is a social science-based knowledge community for research, teaching and information. The department contributes with research-based knowledge on childhood, schools, education and employment in a lifelong perspective. Our disciplines include educational science, adult learning, counselling, childhood studies and educational development. The department constitutes one of the largest educational research environments in the university sector in Norway and represents a unique national interdisciplinary research environment with clear relevance to researchers, students, practitioners, society and policymakers. The department supports NTNU's research communities with knowledge about learning and teaching processes, and we respond to external demand for continuing education in areas where we have expert knowledge.

There are approximately 1000 students at the department. We offer a wide range of research-based study programmes on both bachelor and master's level in educational science, childhood studies, counselling science and adult learning. We also offer doctoral education in Educational science and Interdisciplinary childhood studies and extensive programmes in continuing education.

At the department, the discipline of educational science focuses on the perspectives of socialization, education, upbringing, knowledge, learning and motivation. Childhood studies cover basic and applied long-term research on childhood, and on the activities and conditions of children's lives. Adult learning is based on a lifelong learning perspective, in which learning is the training and the acquisition of knowledge that people experience throughout their lives in various contexts. Counselling, consultation and guidance can be seen as an educational activity to help individuals, groups and organizations to the desired growth and development. Higher education, as a field of research, discusses perspectives on learning and teaching processes in higher education.

Courses for Ed-Xchange students

The Department of Education and Lifelong Learning offers courses in English for a total of 30 ECTS. The Department provides the following four courses:

EDUCATION AND THE WELFARE STATE – 7.5 ECTS

PED1022

Course content

The course gives an introduction to the development of the educational system and the welfare system in the Nordic countries, and the historical and political background. Central components are the Norwegian welfare state and Norwegian education policy. The students will be presented with an analysis of the educational philosophy in the Nordic countries regarding economic as well as democratic, cultural and social motives. The ideal of every person's right to education has been a central point in school policy in the Nordic countries. In spite of this, differences in education between girls and boys, various ethnic groups, and children and adolescents of different social standing, arise. Possible explanations to this development will be discussed throughout the course.

Curriculum

The required course reading material is approximately 500 pages.

Learning methods and activities

3 hours of lectures per week.

Learning outcome

The aim of the course is to give students knowledge about the educational system and the welfare system in the Nordic countries today, its recent history and the motives behind it.

Assessment

4 hour written exam

BODY, MIND, CULTURE – 7.5 ECTS

PED1023

Course content

Professionalized knowledge has become an increasingly important theme in modern education. School teachers and other educators of the like are thus supposed to be informed and well aware of intentions and results of their specific efforts. This symbolic approach mostly accompanies a parallel and often shadowed dimension of practical knowledge and practical mastery in educational enterprises. Social inheritance of both educators and educated, bodily experiences and capacities, as well as bodily mediated processes of learning has in that regard been offered the lesser attention. This outline thus points to tensions between conscious, pre-conscious and unconscious dimensions of education. Also having in mind, that educators are themselves educated over the whole life span, the course explores these questions at hand from a broad scope of theories and research: the concept of civilization, the body-mind dualism, body language, body and gender, body and sports, social class, critical theories of education and the ways social interactions are mediated bodily and expressed in rituals as well. By these approaches it becomes possible to investigate the most important and by same token quite unnoticed cultural practices in everyday life in families, institutions and in leisure life.

Curriculum

The reading list for the course counts around 500.

Learning methods and activities

2 hours of lessons per week, 1 hour seminar per week. Teaching and seminars may be concentrated in specific periods during the term. The lessons can be organized as a combination of lectures and text reading seminars.

Learning outcomeThe course renders skills and general competence on **formulating and discussing topics within educational sociology. The course renders knowledge about and theoretical perspectives on:**

- The relationships between bodily and mental dimensions of culture and education.
- The tensions between conscious, pre-conscious and unconscious dimensions of education.
- The relationships between pedagogical interactions and contextual conditions.

Compulsory activities

Contribution in one of two online seminars
Comments on fellow students online essay

Assessment

Written assignment

CHILDREN'S RIGHTS IN A GLOBAL PERSPECTIVE – 7.5 ECTS

BARN2001

Course content

This course offers a critical examination of children's rights in an international context, focusing on the United Nations Convention on the Rights of the Child 1989. The course presents a historical overview of the development of children's rights and discusses the principles of the current Convention, such as the principle of the 'best interest of the child' and children's rights to provision, protection and participation. The course addresses local and global values of children's rights and highlights some of the current problems in policies and practices relating to children, applying it to a range of children's issues.

Curriculum

Information will be given at the beginning of the semester.

Teaching and course activities

Total lecture hours: approximately 20 hours.

Learning outcome

The main objectives of the course are to provide students with knowledge of:

- The historical background of children's rights.
- The UN Convention on the Rights of the Child (UNCRC); articles, principles and practices.
- Global perspectives and regional conventions on children's rights (e.g. the African Charter on the Rights and Welfare of the Child).
- Contemporary issues related to children's rights (e.g. education, child labour, migration, child protection, health services, media, etc.)

Assessment

Written exam

INTRODUCTORY COURSE TO CHILDHOOD STUDIES – 7.5 ECTS

BARN2003

Course content

The course is an introduction to Childhood studies (social studies of children and childhood/childhood sociology); an interdisciplinary research field drawing upon influences from disciplines such as sociology, anthropology, social geography etc. The course offers perspectives on children and childhood with attention to both global and local understandings and perceptions of what constitutes childhood, with attention to the significance of historical, cultural, social and political realities. The aim of the course is to provide students with theoretical frameworks, concepts and analytical tools from Childhood studies that can enable them to problematize common assumptions and normative idea(l)s of childhood, exploring children and childhood in a historical and cultural frame. It addresses topics such as gender, ethnicity, class and age through studies of childhood experiences.

Curriculum

Information will be given at the beginning of the semester.

Learning methods and activities

Total lecture hours: approximately 20 hours.

Learning outcome

The main objectives of the course are to provide students with:

- A basic overview of approaches within the interdisciplinary research field of Childhood studies
- New ways of looking at how children and childhood can be researched and theorized
- A critical understanding of how children's everyday lives influence and are influenced by socio-cultural, political, historical, economic and institutional contexts
- Reflections about local and global versions of, and perspectives on, childhood

Assessment

Written assignment