

Course Description

Educational Planning – Theory and Practice (7.5 ECTS)

Course code: PEA463

Autumn 2020

Course Leader: Ulf Fredriksson

Department of Education

Stockholm University
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General Introduction

The course contains themes connected to educational planning from an international and comparative perspective. It contains different perspectives on educational planning as well as examples of what planning means in practice at national level. The main themes covered are strategic planning, analysis of education systems and financing, consequences of different measures, questions about leadership and management at system levels and the follow up and evaluation of quality-related issues.

Contact Information

Course Leader: Associate Professor Ulf Fredriksson ulf.fredriksson@edu.su.se

Course Administrator: Emma West emma.west@edu.su.se

University Account and Athena

For information on how to activate your university student account, please visit:

<https://www.su.se/english/education/a-smooth-start/get-access-to-it-services-your-university-account-and-order-a-university-card>

Athena is a web-based learning and collaboration platform for courses at Stockholm University. You must have activated your student account and be registered for the course to have access to the Athena course page. The Athena page for this course will be made available to students registered for the course, no later than one week before the course begins. If you have difficulty accessing the Athena page for this course, please check first that you are registered for the course. Then contact the course administrator. The link to Athena is <https://athena.su.se/>



Course Structure and Content

The course combines lectures, workshops, discussions and group work to achieve the learning outcomes. The course includes a compulsory presentation of a course paper and the critical examination of one other student's course paper.

Lectures are structured around the main theme. Group Work sessions will be organized with the purpose to offer opportunities for the students to deepen their understanding by demonstrating critical analysis skills on the issues in question. Topics and/or questions for each Group Work session as well as information regarding the composition of the groups will be distributed in advance of the Group Work session. The first Group Work session will be devoted to group discussions. During the second session, each group will present orally (sometimes with the support of a PowerPoint presentation) what they have discussed by synthesizing and analysing the course sessions and literature and elaborating upon this with own experiences where possible. After the Group Work session, each group will post their presentation on Athena. Small group seminars will be organised to provide an opportunity to discuss specific issues of relevance for educational planning.

In view of making important and relevant contributions to the field of educational planning, the course participant shall:

- participate actively in the course, discussions and seminars,
- write a course paper, and
- write an opposition paper critically examining a course paper written by another student.

The ICT collaboration and learning platform Athena is used for communication, messages, information about the course and dissemination of course material (see <https://www.edu.su.se/english/education/study-information/athena-learning-platform-1.444268>)

Overview course structure (for more details see schedule)

<https://cloud.timeedit.net/su/web/stud1/ri177015X15Z06Q6Z56g3Ye0yZ086Y37Q03gQY6Q5312I075oQ.html#>

Subject	Literature	Activity	Teacher
Unit 1 Unit 1 General Introduction; What is Educational Planning? Yesterday, Today and Tomorrow	Bray & Varghese (2011) Chang (2006) Coombs (1970) Lewin (2016) Psacharopoulos (2014)	Lecture	UF
Unit 2 Educational Policy Analysis and Planning	Bray & Varghese (2011) Chang (2006) Coombs (1970) Lewin, K. M. (2016), IIEP (n.d) Rotberg (2010), UNESCO IIEP (n.d.) Psacharopoulos (2014)	Lecture	UF
Seminar 1 Planning for education-to-work transitions	Tikly, L. (2013)	Seminar	RY
Seminar 2 Educational planning during crises	UNESCO (2020a) UNESCO (2020b) UNESCO (2020c) UNESCO (2020d)	Seminar	RY
Unit 3 Practical Exercises: An Introduction, Group Work Introduction	UNESCO IIEP (n.d.) Rotberg (2010),	Lecture	UF

Group Work 1 Education Sector Diagnosis (ESD). Case study Novania	UNESCO IIEP (n.d.) + relevant books, reports, etc	Group Work	UF
Group Work 2 Conclusions on priority problems emerging from the ESD in Novania and Suggestions on adequate measures for improving the situation in primary education.	UNESCO IIEP (n.d.) + relevant books, reports, etc	Group Work	UF
Closing session	Bray & Varghese (2011) Chang (2006) Coombes (1970) Lewin (2016), IIEP (n.d) Rotberg (2010)	Lecture	UF
Dead-line: Uploading of course papers			UF + RY
Dead-line: Opposition			UF + RY
Follow up of the Exam and Summing up Forum		Lecture / Group discussion	UF

Lecturers:

UF - Associate professor Ulf Fredriksson (ulf.fredriksson@edu.su.se) Course leader

RY - Dr Rebecca Ye (rebecca.ye@ed.su.se)



Learning Objectives

The course participant shall be able to demonstrate knowledge of the theory and practice of educational planning.

To pass the course the student should be able to:

- demonstrate knowledge about the role of planning and its role at a national level from an international and comparative perspective,
- demonstrate skills and abilities to make critical analysis of education systems and how to finance education,
- conduct an analysis and a critical evaluation of a countries education system with help of authentic information/data and statistics.

Examination and Grading

The course participant shall present a course paper that shows her/his abilities and capacity in critically doing an Educational Sector Analysis (ESA) by combining theory with practice. Course participants shall also submit a written opposition paper (1-2 pages) of another course paper that they are assigned to. Further instructions of the course paper assignment and opposition paper shall be given separately.

Examination tasks which are not submitted by the deadline stated in the course description under examination dates will not be assessed.

Students who fail the examination, do not submit a course paper or do not submit their course paper in time have to do a second examination at a later date. These course participants will be asked to complete a new assignment with a new deadline which will be given by the course leader after that the first examination has been completed.

Attendance

Normally, students must attend at least 80% of all compulsory course sessions and students who have been absent more than 40% of the compulsory course sessions have to re-take the course. This will not be followed during this course autumn 2020 due to the recommendations following COVID. As lectures, group work and seminars will be organised in other ways than usually we will not keep record of attendance in the same way as we normally do. Instead it will be compulsory to hand in papers related to the group works and seminars.



Examination Dates

**Course paper instructions will be provided during the first lecture.
Instructions of the course paper assignment will also be provided on Athena.**

Course paper deadline

The course paper submission date is Thursday, January 7th, 2021 by midnight. The paper is submitted in the 'Course Assignment' on Athena. Please save the document as your Surname, First Name.

Second Examination

Students who do not submit a course paper on January 7th, 2021, who fail to submit their course paper by the due date, or receive an unsatisfactory mark in the course examination can submit an assignment during the second examination. The second examination will contain a new topic and new task.

Second Examination Dates

Assignment task will be posted on Athena on March 4th, 2021. The submission date is March 18th, 2021. The paper is submitted in the 'Assignment' folder on Athena under "Second Examination". Please save the document as your Surname, First Name.

Third Examination

Students who have submitted a course paper on January 7th or March 18th, who fail to submit their course paper by the due dates, or have received an unsatisfactory mark in the course and/or second examination can submit an assignment during the third examination.

Third Examination Dates

Assignment task will be posted on Athena on May 7th, 2021. The submission date is May 24th, 2021. The paper is submitted in the 'Assignment' folder on Athena under "Second Examination". Please save the document as your Surname, First Name.



Plagiarism

It is permissible to cite other sources, but both direct quotes and indirect references to a text must always be provided with correct and complete referencing to the original source. Copying or writing a shorter or longer paragraph and stating yourself as the author of the text is prohibited. This is considered plagiarism. You may also not copy your own texts that have been used in other examinations, as this is considered self-plagiarism.

An example of plagiarism is copying text verbatim or almost verbatim (this includes parts of a text and/or individual sentences) and not indicating where the text originates from. Plagiarism is also when you use another person's text and make it appear that it is your own. For example, text found in the course literature and /or texts that you have found online, or another student's course paper. Plagiarism is regarded as a crime, not only against the established research ethics code, but also against upholding general regard towards one's own and others' texts. Plagiarism is unauthorized cheating and is always subject to disciplinary reporting, which can lead to suspension. At Stockholm University, texts are checked against a database.

Cheating

As a student at Stockholm University, you are responsible for your own education. Part of your responsibility includes knowing the rules that exist for study, examination and being on the university premises, and utilizing resources. According to the rules that apply to the university, disciplinary measures may be taken against students for:

- using unauthorized means, or otherwise attempt to, mislead an exam or when student performance is assessed otherwise;
- interfering with or obstruction teaching, tests or other activities within the framework of education.

Disciplinary matters are dealt with by the Stockholm University Disciplinary Board. The penalty may be a warning or suspension for a period of 1-6 months. Information on Stockholm University rules for examination and disciplinary cases can be found on Stockholm University's website www.su.se/regulations. Teachers are required to report a suspected suspicion of cheating to the director of studies.

Grading Criteria

Grading Scale	
A.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in an excellent way. The student shows an excellent ability to describe, analyse and discuss the content of the course in an independent and reflective way. The text contains several references to the course literature and to other relevant texts that are well chosen to fit the context. The text is well structured, without any formal mistakes and with a language that signifies clarity and an effort to elaborate the text. The text should not be shorter or longer than the range prescribed in the course assignment. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
B.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in a very good way. The student shows a very good ability to describe, analyse and discuss the content of the course in an independent and reflective way. The text contains several references to the course literature and to other relevant texts that are well chosen to fit the context. The text is well structured, without formal mistakes and with a language use that signifies clarity and an effort to elaborate the text. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
C.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in a good way. The student shows good ability to describe, analyse and discuss the content of the course without major shortcomings. The text refers in a relevant way to the course literature and to other appropriate texts. The text is well structured, without any major formal mistakes and with a good language use. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
D.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in a satisfactory way. The student shows that he/she has achieved knowledge and understanding of the course content and ability to discuss this in an independent way. The text refers to the course literature. The text is structured in a satisfactory way, without any major formal mistakes and in an acceptable language. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
E.	The course paper demonstrates that the learning outcomes of the course have been fulfilled in a sufficient way. The student shows that he/she has achieved an acceptable knowledge and understanding of the course content, but with a limited ability to discuss this in an independent way. The text connects to the course literature. The text

	is structured in an acceptable way, without any serious formal mistakes and in an acceptable language. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
Fx.	The course paper demonstrates that the required learning outcomes have not been fulfilled. Possible shortcomings could be: that the course literature is not covered in a sufficient way, analyses and discussions in the text are not convincing, the text is too close to the course literature, there is no link between own observations and the course literature / the content of the course, the text is difficult to understand due to inadequate language use, the disposition of the text makes it difficult to follow the text, references are incorrect or missing and/or the paper is much shorter or much longer than the prescribed length. A revision of the paper is needed.
F.	The course paper demonstrates that the required learning outcomes have not been fulfilled. Possible shortcomings could be those mentioned under F(x), but are so serious that they cannot be amended in a revision of the text. The course participant has to do a new course assignment that will be given by the course leader.

Course Evaluation

The course is evaluated through an online survey which will be made available at the end of the course.

Course Literature

The current course literature is made available on the course page no later than two months before the course begins.



Support during your studies

At Stockholm University, it is possible to receive extra support in addition to regular teaching.

Academic Writing Service

The Academic Writing Service provides English-language support for writing and study skills. They give talks and seminars and offer individual guidance. Their services are available free of charge to all students at Stockholm University. For more information visit:

<https://www.su.se/english/education/student-support/academic-writing-service>

Studying with a disability

If you have a documented disability, e.g. dyslexia, you have the opportunity to receive special pedagogical support. Examples of support initiatives may be note-taking, audio books, extended exam time or sign language interpretation.

You must apply for special pedagogical support from Student Support Office at Stockholm University

<https://www.su.se/english/education/student-support/studying-with-a-disability>

Once the application has been received, a coordinator will contact you to arrange a personal meeting. After speaking to the coordinator, you will receive a certificate describing types of support to be offered to you.

It is the responsibility of the student to contact the student counsellors at the Department of Education before a course begins in order to arrange for support. Their email address is studievagledare@edu.su.se. The student counsellors will then contact the course leaders with regards to the type of support the student will need.