

## Emnekode MIED 2100 The Norwegian Education System in its Nordic Context

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This course is part of the introductory course for the new international masterprogram at department of Education from 2022. The aim of this course is to provide the students with a solid introduction into the Nordic education model with a special focus on the Norwegian education system.

The course is coordinated with the MIED 4100 module in the Master in Education programme and accepted exchange students had their lectures and seminars together with these students. The course combines lectures, seminars, group work, discussions and student presentations. Active participation in group work and class-based discussions is expected.

There is a mandatory 80% attendance requirement for this course.

[Summary of the students` feedback.](#)

This autumn we set aside part of a seminar for a joint conversation relating to the evaluation of the course, as well as responsible teacher for the course had regularly contact with the student representatives, during and after the course took place.

The aim of the evaluation was to prepare and advance the learning outcomes in the course. The students representatives were also encouraged to gather feedback from the students if they wanted to be anonymous.

There was a consensus that the start of the course with a today's trip to Studenterhytta, was very well received. That the teachers and the student together went hiking in Nordmarka, gave an inspiring and friendly start for a common understanding of the subject of the course, as well as it created a good social atmosphere.

It was pointed out that the administration around the course works well. Some emphasized that it could be challenging to understand the framework of the Nordic context, and that they wanted more lectures, at the same time they experienced that group work and discussions gave a unique insight into the other student's knowledge and background.

Some students wanted to learn more about key theories, political system and historical and philosophical ideas than what was on the syllabus, and more time for discussing the topics in relation to practice and relevance for further studies. Some students pointed out that they wanted all of the articles on the syllabus to be presented in the lectures, and that it was challenging to get an overview of the Norwegian education system in such a restricted time schedule.

Some emphasized that the student body itself, with students from all over the world, was both challenging due to the different backgrounds, but also enriching for understanding the Norwegian Education System.