Programme Description for Master of Community Development and Social Innovation
120 ECTS

Faculty of Theology, Diaconia and Leadership Studies

VID Oslo/Stavanger

Approved 21 December 2018 by The Education Committee
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1. Presentation of the Study Programme

1.1 Background and profile of the study programme

Global trends increasingly affect local societies. Both individual citizens and local actors in civil society, welfare and health services have to adjust to new frameworks and situations of constant change. Local actors can only contribute to a sustainable social development of the communities that they are responsible for if they have skills that fosters cooperation and social innovation. Starting from the UN sustainable development goals, the master’s programme in Community Development and Social Innovation offers a platform for learning of cooperation and innovation. Candidates will be prepared to initiate processes of interaction between different cultures and sectors in society (public, private, civil society), between secular and religious life stances and between professionals and volunteers. In the area of health, welfare and faith-based organizations, this presupposes leadership skills and values that combine knowledge of the past with belief in the future. The study programme aims at creating a laboratory of innovation where social cohesion, religious understanding, and sustainable citizenship is discussed and developed.

VID Specialized University has a long history of engagement in the education of candidates towards the civil society sector, locally and globally. This master’s programme seeks to combine the long history of VIDs diaconal and societal engagement with challenges connected to recent developments within our globalized society. How can we develop value-based and human rights based sustainable communities? How can the UN development goals help us locate relevant challenges in our local communities? How can we foster leadership models and promote social innovation with the aim to improve services within religious and secular organizations, private and public health and social care? This master’s programme seeks to prepare candidates whose aim is to promote sustainable change within diverse societies.

1.2 Academic Subject

The study programme is placed within civil society studies, with a particular focus on community development and social innovation related to religious organizations, non-governmental organization, health care, and social welfare. Civil society is here understood as the third sector in society, separated from, but closely related to and intertwined with, both government structures and the private business market. The programme has a cross disciplinary approach to community development and social innovation, drawing on competence from both social sciences and the humanities. The programme offers the following specializations:
a. Diakonia, Community Development, and Christian Social Practice

This specialization focuses on theories and practices for faith-based professional service, furthering equality, welfare, health, well-being and development. Diakonia has its value basis in a Christian tradition, emphasizing that service to the world belongs to the being of the Church in different contexts, both locally and globally. The diakonia specialization of the program understands faith as motivation and resource for social innovation and community development. It equips the candidates for different services and leadership positions in churches and faith communities and in faith-based, non-profit development organizations.

b. Value-based leadership and Social Innovation

This specialization has a particular focus on organizing and leading social innovation within social welfare and the health sector. In diverse societies, committed and cultural sensitive leadership-models must be developed in order to frame processes of social change. UN sustainable development goal 8 and 9 highlight the need for innovation, growth, and decent work conditions. The content of the specialization seeks to combine these ambitions through its focus on leadership models that promote value consciousness, and develop skills for project management and social innovation.

c. Migration and Intercultural Relations

In order to facilitate building sustainable cities and communities (UN sustainable development goals 11), the programme offers a specialization in migration and intercultural competence. In a globalized world, communication and digital literacy are key factors in order to build strong local communities and civil society, and the specialization will consequently focus on issues of diversity, communication, technology and migration as means to strengthen the competence needed in order to reach the UN development goals – both locally and globally.

2. Target Group and Admission Requirements

The study programme Master in Community Development and Social Innovation is a cross-disciplinary programme directed towards students with a bachelor’s degree who want to learn more about community development and social innovation in local and global contexts. Given the global and practical approach of the programme, students with different backgrounds, studies, and work experiences from all over the world are invited to join the programme in order to form a creative and international environment for discussions about sustainable development, peaceful co-existence and the role of faith- and life stands. The programme aims at educating progressive and inventive candidates for positions within religious institutions, civil society organizations, within private and public health care and social work. It encourages the candidates to engage in challenges defined by the UN sustainable development goals s, both in leadership positions and as co-workers who promote change through social innovation initiatives.

Admission requirements is a bachelor’s degree within social sciences, humanities, religion and theology, administration, health- or social work.
3. Learning Outcome

Completing the study programme will give the candidates the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge

The Candidate

- has a broad and advanced understanding of the role and framework for civil society, locally and globally, with focus on the fields of welfare, health and religion
- has advanced knowledge about the importance of leadership, cooperation and intercultural communication in civil society work and community development
- has advanced knowledge about theories of globalization and the relationship between political and economic macro structures and local initiatives and innovations
- has advanced knowledge about methodological challenges related to the study of civil society and community development
- is able to analyze resources and challenges in civil society, organizations, and communities, through the lenses of intersectionality and a deepened theoretical knowledge within the fields of diakonia and Christian social practice, migration and intercultural competence, or value-based leadership and social innovation

Skills

The Candidate

- is able to relate critically and constructively to scientific, disciplinary, and public discourses that are relevant for her/his field of specialization
- is able to lead development and innovation processes by strengthening participation and cooperation between professionals and volunteers
- is able to facilitate processes of empowerment with marginalized groups and individuals in society
- is able to promote the UN sustainable development goals through contributions in the public discourse and research-based practice
- has advanced information literacy and is able to critically analyze sources of information related to his/her field of study
- has advanced religious literacy and is able to critically analyze the role of religion in community development and social innovation
- has developed knowledge and skills related to e-learning and the use of technology in different processes of communication

General Competences

The Candidate

- is able to analyze ethical dilemmas related to community development and social innovation
- is able to apply theoretical knowledge in the development of practical projects related to community development and social innovation
- is able to communicate knowledge concerning civil society, community development and social innovation in a variety of contexts
- is able to write an academic thesis and develop research proposals within his/her field of specialization
is able to position own and others research within a larger context, i.e. within civil society studies, community development studies, diaconal studies, leadership studies, migration studies and/or intercultural studies

is able to reflect about, evaluate and develop her/his own professional role and the role of her/his own organization within civil society and community development in both a local and global perspective

has a deepened understanding of the possibilities and responsibilities of leadership in innovation processes

4. Work and Teaching Methods

One year of study consists of ten months full time work and represents 60 ECTS credits. The number of credits for each separate course, together with all relevant information necessary for the student, are described in the course descriptions. Methods of teaching are lectures and seminars, different types of group work, assignments based on the individual activity of each student and on his or her ability to work independently (or in groups), creatively and critically. The programme will also include varied forms of e-learning and will challenge the students to use technology in new ways in order to communicate across VIDs different campuses and with student and teachers in collaborating institutions in other parts of the world.

The quality assurance system at VID is the tool to systematize and analyse information and feedback from participants in the programme. The system shall, in predictable and structured ways give VID information in order to develop both the study and the total learning environment.

Each individual course will be evaluated and graded with a letter-grade (A-F) or Pass/Fail according to each separate course description. More information about the grading scale: [https://www.vid.no/en/student/examination/gradingscale/](https://www.vid.no/en/student/examination/gradingscale/). See also [https://www.vid.no/en/studies/rules-and-regulations-for-studies/](https://www.vid.no/en/studies/rules-and-regulations-for-studies/)

All courses require compulsory presence in class, with a minimum of 60% attendance.

5. Internationalization

VID Specialized University has a long history of international relations with universities and international research networks around the globe and has partner institutions in several countries. The Faculty of Theology, Diakonia and Leadership Studies (FTDL) has a long tradition and high competence in the field of internationalization, stretching back to the first international student, who came from South Africa to Stavanger in 1864.

Historical and contemporary experiences with internationalization are applied in teaching and research, and students are exposed to relevant knowledge on global perspectives within the field of intercultural competence, diakonia, and leadership studies. The programme also has a particular focus on the global aspects of the UN sustainable development goals. International students are enrolled every year in the program, hence all lectures are taught in English.

VID has a long and relevant experience with student and teacher mobility. Therefore, the students are encouraged to study at one of our partner institutions abroad during the
programme. Such an experience will strengthen the students’ intellectual capacity, widen the students’ horizon, and provide a comparative perspective on the programmes’ courses. Studies at a university in different national context will provide student and faculty with international, updated knowledge in the various disciplines of the programme.

6. Forms of Assessment

The various modes of assessment are designed to be both adequate means of assessment of the quality of the students’ work and as a legal protection on behalf of the students. The different modes of assessment are developed in order to measure the learning outcome of each course and module.

The following modes of assessments will be applied during the education:

- written examination
- home examination, individually or in groups
- independent, written assignment of a certain length (Master’s Thesis)
- essays
- oral examination
- written assignment or theme presentation to a group or seminar
- oral assignment or theme presentation to a group or seminar
- oral opposition/criticism of an assignment or course presentation
- digital assignments

7. Structure of the Study Programme

The study programme contains 50 ECTS compulsory courses that are common for all students on both campuses. These courses will be taught as a combination of e-learning and seminars on both campuses. Each specialization contains 40 ECTS in addition to the master’s thesis (30 ECTS). All specialization courses are semi-compulsory, which means that one 10 ECTS course can be chosen as an elective course across the three specializations.

Students are encouraged to spend either the third or the fourth semester abroad at one of our partner institutions. We are developing tailored exchange programmes together with some of these institutions.
### Specialization 1: Diakonia, Community Development, and Christian Social Practice (Oslo Campus)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. semester</td>
<td>MACOMM6000 Master's Thesis</td>
</tr>
<tr>
<td>Spring term</td>
<td>30 ECTS</td>
</tr>
<tr>
<td>3. semester</td>
<td>Studies abroad</td>
</tr>
<tr>
<td>Fall term</td>
<td></td>
</tr>
<tr>
<td>Alternative 2</td>
<td></td>
</tr>
<tr>
<td>3. semester</td>
<td>Field of specialization</td>
</tr>
<tr>
<td>Fall term</td>
<td>10 ECTS</td>
</tr>
<tr>
<td>Alternative 1</td>
<td>MACOMM5120 Science of Diakonia and Professional Practice</td>
</tr>
<tr>
<td>2. semester</td>
<td>Compulsory course</td>
</tr>
<tr>
<td>Spring term</td>
<td>10 ECTS</td>
</tr>
<tr>
<td></td>
<td>MACOMM5040 Globalization, Diversity and Social Innovation</td>
</tr>
<tr>
<td>1. semester</td>
<td>Compulsory course</td>
</tr>
<tr>
<td>Fall term</td>
<td>10 ECTS</td>
</tr>
<tr>
<td></td>
<td>MACOMM5010 Community Development</td>
</tr>
<tr>
<td></td>
<td>VID profile course</td>
</tr>
<tr>
<td></td>
<td>5 ECTS</td>
</tr>
<tr>
<td></td>
<td>MACOMM5020 Worldviews, Values and Relations in Professional Practice</td>
</tr>
<tr>
<td></td>
<td>Compulsory course</td>
</tr>
<tr>
<td></td>
<td>15 ECTS</td>
</tr>
<tr>
<td></td>
<td>MACOMM5030 Theory of Science, Research Methods, and Research Ethics</td>
</tr>
</tbody>
</table>

* The students can choose between Asset-based Community Development, Inclusive Development, Faith and Religion in Work with Migrants and Poverty Research. Two elective courses are offered within the specialization Diakonia, Community Development and Christian Social Practice each autumn term. The students can also choose any other 10 ECTS course from the specializations Value-based leadership or Migration and Intercultural Relations.
### Specialization 2: Value-based Leadership and Social Innovation (Oslo Campus)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. semester</td>
<td>MACOMM6000 Master’s Thesis</td>
</tr>
<tr>
<td>Spring term</td>
<td>30 ECTS</td>
</tr>
<tr>
<td>3. semester</td>
<td>Studies abroad</td>
</tr>
<tr>
<td>Fall term</td>
<td>Alternative 2</td>
</tr>
<tr>
<td>3. semester</td>
<td>Field of specialization 10 ECTS</td>
</tr>
<tr>
<td>Fall term</td>
<td>MACOMM5220 Social Innovation</td>
</tr>
<tr>
<td>Alternative 2</td>
<td>Field of specialization 10 ECTS</td>
</tr>
<tr>
<td></td>
<td>MACOMM5230 Project Management</td>
</tr>
<tr>
<td></td>
<td>Field of specialization 10 ECTS</td>
</tr>
<tr>
<td></td>
<td>MACOMM5240 Human Resources and Conflict Management</td>
</tr>
<tr>
<td>2. semester</td>
<td>Compulsory course 10 ECTS</td>
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<tr>
<td>Spring term</td>
<td>MACOMM5040 Globalization, Diversity and Social Innovation</td>
</tr>
<tr>
<td></td>
<td>Compulsory course 10 ECTS</td>
</tr>
<tr>
<td></td>
<td>MACOMM5050 Organization, Leadership, and Social Innovation</td>
</tr>
<tr>
<td></td>
<td>Field of specialization 10 ECTS</td>
</tr>
<tr>
<td></td>
<td>MACOMM5210 Value-based Leadership</td>
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<tr>
<td>1. semester</td>
<td>Compulsory course 10 ECTS</td>
</tr>
<tr>
<td>Fall term</td>
<td>MACOMM5010 Community Development</td>
</tr>
<tr>
<td></td>
<td>VID profile course 5 ECTS</td>
</tr>
<tr>
<td></td>
<td>MACOMM5020 Worldviews, Values and Relations in Professional Practice</td>
</tr>
<tr>
<td></td>
<td>Compulsory course 15 ECTS</td>
</tr>
<tr>
<td></td>
<td>MACOMM5030 Theory of Science, Research Methods, and Research Ethics</td>
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</tbody>
</table>
## Specialization 3: Migration and Intercultural Relations (Stavanger Campus)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. semester Spring term</td>
<td>MACOMM6000 Master’s Thesis</td>
<td></td>
</tr>
<tr>
<td>3. semester Fall term</td>
<td>Studies abroad</td>
<td></td>
</tr>
<tr>
<td>Alternative 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. semester Fall term</td>
<td>Field of specialization</td>
<td>Field of specialization</td>
</tr>
<tr>
<td>Alternative 1</td>
<td>10 ECTS</td>
<td>10 ECTS</td>
</tr>
<tr>
<td></td>
<td>MACOMM5320 Migration and Intercultural Relations</td>
<td>MACOMM5330 Migration and Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. semester Spring term</td>
<td>Compulsory course</td>
<td>Compulsory course</td>
</tr>
<tr>
<td></td>
<td>10 ECTS</td>
<td>10 ECTS</td>
</tr>
<tr>
<td></td>
<td>MACOMM5040 Globalization, Diversity and Social Innovation</td>
<td>MACOMM5050 Organization, Leadership, and Social Innovation</td>
</tr>
<tr>
<td>1. semester Fall term</td>
<td>Compulsory course</td>
<td>VID profile course</td>
</tr>
<tr>
<td></td>
<td>10 ECTS</td>
<td>5 ECTS</td>
</tr>
<tr>
<td></td>
<td>MACOMM5010 Community Development</td>
<td>MACOMM5020 Worldviews, Values and Relations in Professional Practice</td>
</tr>
</tbody>
</table>
Course Descriptions

Community Development

Course Content

Community development (CD) aims at improving quality of life and well-being in different types of communities. It can be defined as both a process - the abilities of communities to act collectively and enhancing the ability to do so- and as an outcome - physical, social and economic. The UN Sustainable Development Goal (UN SDG) number 11 focuses on community development making “cities and human settlements inclusive, safe, resilient and sustainable.” As community development is an ideological, theoretical and practical approach to social life and the risk of social exclusion, it is ideologically sustained by a basic trust in people’s ability to improve their life chances. It concerns not only the material realm of community, but also social, cultural, economic, technical and environmental aspects, and is thus a complex and interdisciplinary field of study.

This course will give advanced knowledge of the theoretical rationale, as well as the underlying foundations and theories of community development, related to the UN Sustainable Development Goals.

The course will provide an extended overview of central traditions within community development (CD), amongst them also specific diaconal, faith based approaches. Students will learn methods and goals of community development as a practice-based and academic discipline that promotes participative democracy, sustainable development, rights, economic opportunity, equality and social justice, through the organization, education and empowerment of people within their communities. Power relations, both disempowerment and empowerment, will be a decisive aspect of community development studies.

Main Subjects:

- Theories of community and community development
- Community development in different contexts - universal, global South, global North
- The UN Sustainable Development Goals
- Participatory paradigms and practices
- Social capital, human capital and community building
- Power: disempowerment and empowerment in community development

Course Code: MACOMM5010
Number of ECTS: 10
Available as Single Course: Yes
Type of Course: Compulsory
Cycle: Second Cycle
Year of Study
Full Time: Year 1
Part Time: Not Relevant
Language of Instruction: English
Campus: Oslo and Stavanger
Semester: Autumn
Compulsory Attendance: Yes
Professional Training: No
Scope of Tuition: 20 hours
Scope of other Learning Activities: 10 hours
Scope of Self-Study Activities: 240 hours
Total Workload: 270 hours
Prerequisites: None
- Sustainability in Community Development
- Community development and economic development - links, causal relationships and feedback loops
- Urban and rural community development
- Faith-based community development approaches
- Theories and methodologies for studying community development
- Community development visioning, strategic planning, asset mapping and surveys

**Learning Outcome**

Completing the course will give the students the following learning outcome, sectioned into knowledge, skills and general competence:

**Knowledge:**

The Student

- has advanced knowledge of different community development theories and methodologies
- has a deep understanding of the complex, interdisciplinary and multidimensional rationale of community development
- can apply different theoretical perspectives to explain contextual community development processes and outcomes, including a faith-based context
- has a deepened knowledge of the sustainable development goals in relation to community development
- has an advanced understanding of how contextual factors and power relations influence community development

**Skills:**

The Student

- can critically analyse and discuss different theoretical perspectives related to community development
- can reflect on contextually relevant and participatory community development practices
- can reflect critically on the role of power, gender and culture in relation to community development
- is able to analyse community development measures on macro-, meso- and micro-levels in different communities and contexts
- is able to conduct a planning process for a community work project; including aims, participants, approaches, cost calculation, and evaluation, and demonstrate innovative reflections
- can assess the role of context and of internal and external stakeholders for community development, especially the role of faith-based actors

**General Competence:**

The Student
- can relate community development measures to the United Nation's sustainable development goals
- is able to transfer knowledge of and skills from the field of community development to other research fields
- can analyse critically the role of faith- and lifestands in community development
- can include the perspectives of the United Nation's sustainable development goals into the planning of a community development project
- is able to communicate with specialist as well as non-specialists about issues related to community development

**Work and Teaching Methods**

- lectures
- group work
- discussion
- fieldtrips

**Compulsory Activities**

- Assignment: The students will be divided into groups early in the semester, and throughout the semester they will work on a proposal related to community development project. The assignment is based on a fictive case, where the students together create a plan for a community work project, including aims, participants, approaches, estimated costs, and evaluation, and present this as a poster at the end of the course. Approval is based on active participation in the group work and presentation in the class.
- Compulsory presence in class, with a minimum of 60% attendance

The compulsory activities must be approved before the exam.

**Assessment**

<table>
<thead>
<tr>
<th>Form of Assessment</th>
<th>Duration</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Exam</td>
<td>3 days</td>
<td>A-F</td>
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</tbody>
</table>

**Additional Information about Assessment:**

The home exam consists of an essay of 2500 words (+/- 10 %), and will focus on the discussion of different community development theories.

**Reading List**

**Books**


**Compendium**


Worldviews, Values and Relations in Professional Practice

Course Content

The course is VID's profile course for all master programs. The course focuses on professional practice both on a local and on a global level with an emphasis on a value-conscious attitude, and an understanding of VID's diaconal values.

The course focuses on challenges related to power relations and to the worldview and value related to pluralism of professional practice. The course focuses on developing an understanding of the significance of one’s one worldview and value preferences in relation to persons with a multitude of values and worldviews.

Main Subjects:

- Values in professional practice
- The multicultural society
- The tension between cultural diversity, secularization and individualization as a context for professional practice
- Critical reflection on one’s own preconceptions and values
- Power perspectives in professional practice
- Diaconal and faith based traditions in professional practice

Learning Outcome

Completing the course will give the students will following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The Student

- has knowledge of critical discourses concerning power relations and values in relation to professional practice
- has knowledge of the traditions and roles of faith-based and diaconal actors in society, health and welfare
- has in depth knowledge of the significance of the recipients worldviews and values for professional practice

Skills:

The Student

- can analyze professional issues within the context of the contemporary plurality of worldviews and cultural preferences
• can thematize and analyze the meaning of worldviews and value preferences for professional practice
• can identity and critically relate to power relationships in professional contexts

General Competence:
The Student
• can take part in interdisciplinary value discussions

Work and Teaching Methods
• Online lessons
• Seminars/lectures
• Student-oriented methods that promote interdisciplinary reflection and discussion

Assessment

<table>
<thead>
<tr>
<th>Form of Assessment</th>
<th>Duration</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Exam</td>
<td>One Semester</td>
<td>Bestått/ikke bestått</td>
</tr>
</tbody>
</table>

Additional Information about Assessement:

The home exam consists of an essay of 2000 words (+/- 10 %).
At the beginning of the course (at the end of the first gathering or equivalent) the assignment text is presented. The assignment is an essay that students will work with during the course and which will be submitted approximately 1 week after the last teaching or student activity. The assignment will emphasize knowledge and analysis or discussion of key topics in the subject and their relevance to the student's specific subject and profession.

Reading List
Books:

Compendium:

Beaman, L. G. (2014). Deep equality as an alternative to accommodation and tolerance. *Nordic journal of religion and society*, 27(2), s. 89-111 (22 p)


In total: 369 p.
Theory of Science, Research Methods and Research Ethics

Course Content

The course introduces general perspectives and issues related to the theory of knowledge and opens for further reflections on theory of science traditions in health studies, social studies, theology, diakonia, organization and management studies. The relationship between science and values and between various positions in the theory of science will be explored. Implications for research in the different subjects will be discussed.

The course presents the scientific basis for qualitative research design, research methods, systematization and key concepts. It explicates different ways of generating data, analytical procedures and different traditions of interpretation. Processes related to openness, contextualization, the involvement of users, the potential influence of the researcher, and ethical responsibility are clarified.

The course also provides a scientific basis for quantitative methods, an introduction to key concepts, different types of design and methods for collecting quantitative data. Applications, possibilities and limitations for different designs and methods are discussed. It also introduces different traditions of analysis.

The course prepares the students for writing the master's thesis and has a focus on increasing student information skills. The course also addresses ethical challenges related to research involving vulnerable groups, and addresses key principles and guidelines for research ethics and in an interdisciplinary perspective.

Main Subjects:

- Scientific and professional knowledge
- Central traditions in science and knowledge theory: empirical traditions, hermeneutics, phenomenology and social constructivism
- Various methods for generating qualitative data, such as interview, field studies, document analysis
- Analysis of qualitative data and presentation of findings
- Various methods for generating quantitative data. Principles for operationalization of variables and methods for selection procedures
- Statistical analysis and presentation of quantitative data
- Research ethics

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Course Code: MACOMM5030
Number of ECTS: 15
Available as Single Course: Yes
Type of Course: Compulsory
Cycle: Second Cycle
Year of Study
Full Time: Year 1
Part Time: Not Relevant
Language of Instruction: English
Campus: Oslo and Stavanger
Semester: Autumn
Compulsory Attendance: Yes
Professional Training: No
Scope of Tuition: 30 hours
Scope of other Learning Activities: 15 hours
Scope of Self-Study Activities: 375 hours
Total Workload: 405 hours
Prerequisites: None
Learning Outcome

Completing the course will give the students following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:
The Student

- has deepened knowledge of various philosophy of science and knowledge-based principles and of hermeneutical traditions of textual interpretation
- has specialized insights concerning the implications of the general theory of science debate for one’s own field of study
- has advanced knowledge of essential characteristics of qualitative and quantitative research designs and research methods
- has profound knowledge of how data are generated in qualitative research projects
- has advanced knowledge of different analytical perspectives and how these are used in qualitative research
- has profound knowledge of principles for generating quantitative data, as well as knowledge about the operationalization of variables and selection procedures in quantitative research projects
- has advanced knowledge of concepts and analytical approaches in quantitative research traditions
- has profound knowledge of current laws and guidelines for research ethics in either the humanities, social science or health science research tradition

Skills:
The Student

- can reflect on science and knowledge traditions and critically assess their importance for research within one’s own field of study
- can design an independent and limited research project in which science theory, qualitative and / or quantitative research methods are reflected and applied
- can generate and analyze data according to scientific methods that are relevant for the student’s own field of study
- can evaluate and disseminate possibilities and limitations concerning qualitative, quantitative and textual analytical methods and assess contexts for their appropriate application
- can evaluate and treat sources critically, and refer to applied research in a correct way
- can identify and reflect on research ethical issues and apply research ethical guidelines when using qualitative and quantitative research methods

General Competence:
The Student

- has deep knowledge of scientific argumentation and of different positions in contemporary academic debates
- can apply methodological knowledge and knowledge of and skills in the theory of science on new academic areas
• can analyze and critically reflect on research projects and the relevance of scientific articles for one’s own field of study
• can evaluate and disseminate general research ethical requirements within either the humanities, social science or health science research tradition

Work and Teaching Methods
• Digital lessons and “flipped classroom”
• Seminars and lectures
• Various student-active learning methods, e.g., a forum on a learning platform or presentation of specific topics in smaller groups
• Interdisciplinary group work

Compulsory Activities
• The students must complete a work requirement within each of the course’s two methodology disciplines. The work requirements may be of different kinds, such as practical exercises, digital multiple choice tests, group presentations, etc. One may also work with method in a draft project description.
• The students must write an individual essay on a theory of science problem (1500 word +/- 10 %).
• The students must attend a seminar in information literacy and academic writing, normally 10 hours (80% presence is required in order to validate the seminar). The seminar includes a multiple choice test covering aspects of information literacy and academic writing, including knowledge of VID guidelines for writing master’s thesis (can be found at: https://www.vid.no/en/library/writing-a-paper/).
• Compulsory presence in class, with a minimum of 60% attendance.

The compulsory activities must be approved before the exam.

Assessment

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<tr>
<th>Form of Assessment</th>
<th>Duration</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Exam</td>
<td>3 weeks</td>
<td>A-F</td>
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</tbody>
</table>

Additional Information about Assessment:

A three week individual written home exam on a given topic (4000 words +/- 10 %)

Reading List
The reading list consists of approximately 1200 pages. 1000 pages are general and for all specialisations. 200 are specific for each of the three specialisations.

Philosophy of Science


**Qualitative method**


**Compendium**


**Quantitative method**


**Research ethics**

General guidelines for research ethics [https://www.etikkom.no/forskningsetiske-retningslinjer/Generelle-forskningsetiske-retningslinjer/general-guidelines-for-research-ethics/](https://www.etikkom.no/forskningsetiske-retningslinjer/Generelle-forskningsetiske-retningslinjer/general-guidelines-for-research-ethics/) (2 p.)


**Discipline-specific:**

**Specialisation Diakonia, Community Development and Christian Social Practice**


Specialisation Value-based Leadership and Social Innovation


**Specialisation Migration and Intercultural Relations**


Carling, Jørgen, Marta Bivand Erdal and Rojan Ezzati. 2014. “Beyond the Insider–Outsider Divide in Migration Research.” Migration Studies 2, 1: 36-54. (18 s.)


Globalization, Diversity and Social Innovation

Course Content

In the 21st century many of the societal challenges are global challenges with local impacts. Whether it’s climate change, demographic change, poverty, or migration; such challenges cannot be addressed solely by governments or markets. Rather, they require collaborative approaches, where solutions are co-produced by public and non-public actors, including non-governmental organizations, companies, community associations, users of social and health services and academics. These collaborations involve diversity of individuals in terms of ethnicity, cultural and religious background, gender, class, professional and life experiences.

Such a diversity facilitates development of social innovations: new ideas (products, services and models) that simultaneously meet social needs (more effectively than alternatives) and create new social relationships or collaborations.

The course introduces students to various theories of globalization and links them to collaborative problem solving, social innovation and change taking place locally.

Main Subjects:

- Diversity as a challenge and opportunity. Theoretical and empirical approaches to diversity and social change.
- Social Innovation. Expanding the realm of possibilities through bottom up processes.

Learning Outcome

Completing the course will give the students will following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The Student

- has thorough knowledge of a variety of theories which explain how local surroundings respond to challenges of globalization
- can apply this theoretical knowledge to related academic fields such as cultural, organizational, and innovation studies
is aware of multilevel and complex nature of social problems and is able to use theoretical knowledge of complexity to draw conclusions for leadership, intercultural communication and organizing innovative processes

- has advanced knowledge of intersectionality and complexity in a globalized world

Skills:

The Student

- can use theoretical knowledge to draw conclusions for leadership, intercultural communication and organizing innovative processes
- can analyze existing theories related to globalization and social and organizational change and apply them on practical problems formulated as real or invented case-studies.
- is able to recognize consequences of global change and technological development, and propose practical, innovative solutions in order to relate to and implement such changes at a future workplace.
- is able to critically and constructively relate to scientific and public discussions about globalization and social change, e.g. by writing an academic essay or a popular texts.

General Competence:

The Student

- has acquired an advanced understanding of how diversity facilitates development of social innovations, especially in civil society organizations.
- has developed a critical reflection on the role of power, gender and culture in relation to diversity and social innovation.
- has tools for analyzing her/his professional role and the role of her/his organization in the processes involving global challenges (as outlined in the UN sustainable development goals), diversity and social innovation

Work and Teaching Methods

- Digital lessons and “flipped classroom”
- Lectures
- Group work
- Discussion

Compulsory Activities

- Essay
- Digital assignment
- Compulsory presence in class, with a minimum of 60% attendance

The compulsory activities must be approved before the exam.

Assessment
### Form of Assessment

<table>
<thead>
<tr>
<th>Form of Assessment</th>
<th>Duration</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Home Exam</td>
<td>2 days</td>
<td>A-F</td>
</tr>
<tr>
<td>Posters in Groups</td>
<td>3 days</td>
<td>A-F</td>
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</table>

### Additional Information about Assessment:

The exam is a combination of an individual writing assignment (case-based) and group project (poster). Students will hand in an essay (2000 words +/- 10%). Later on within small groups, students will prepare a poster presenting a comparative analysis of the individual essays. The analysis should focus around one of the major subjects of the course (e.g. global challenges, diversity, innovation) and use theoretical concepts introduced during the course. The two exams have equal value (50/50) for the final grade.

### Reading List

**Books**


### Compendium


Total approximately 780 p.
Organization, Leadership and Social Innovation

Course Content

The course will provide an extended overview of how social and organizational change is conceptualized within organization, management and leadership theories. Students will get an understanding of organizations as complex, social and value laden structures, in constant interaction with an external social, institutional and cultural environment. The course focuses on understanding how societal and inter-organizational dynamics requires capacity for adaption and change. This capacity is crucial for developing social innovation that address global challenges in their global and local displays.

The course enhances understanding of the role of the leader in establishing, maintaining and changing organizations as well as her/his role in facilitating social innovation processes. Special attention is given to the inter-organizational and culturally diverse contexts of organization and leadership for innovation.

Main Subjects:
- Main theoretical traditions in organization studies
- Leadership and management as roles and practices
- Leadership in inter-organizational contexts
- Organizational values
- Cross cultural management
- Organizing for change and social innovation

Learning Outcome

Completing the course will give the students will following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The Student
- has gained advanced knowledge of different theoretical perspectives on organization, innovation and leadership
- can apply different theoretical perspectives to explain how organizations develop and change in dynamic interaction with multiple stakeholders
- has an advanced understanding of how contextual factors influence organization, social innovation and leadership

Course Code: MACOMM5050
Number of ECTS: 10
Available as Single Course: Yes
Type of Course: Compulsory
Cycle: Second Cycle
Year of Study
Full Time: Year 1
Part Time: Not Relevant
Language of Instruction: English
Campus: Oslo and Stavanger
Semester: Spring
Compulsory Attendance: Yes
Scope of Tuition: 20 hours
Scope of other Learning Activities: 10 hours
Scope of Self-Study Activities: 240 hours
Total Workload: 270 hours
Prerequisites: None
Skills:
The Student

- can analyze the structure and operation of organizations in order to contribute to facilitate social innovation process
- can apply acquired knowledge on own leadership practice
- can assess the role of context and of internal and external stakeholders for organization, social innovation and leadership

General Competence:
The Student

- has acquired an advanced understanding of organizations, leadership and innovation processes
- has developed a critical reflection on the role of power, gender and culture in relation to organizing, leadership and innovation
- has tools to facilitate organizing around development challenges

Work and Teaching Methods

- Digital lessons and “flipped classroom”
- Lectures
- Group work
- Discussion

Compulsory Activities

- Assignment: Application of theoretical perspectives to analyze the profile of a chosen leader (1500 words)
- Compulsory presence in class, with a minimum of 60% attendance

The compulsory activities must be approved before the exam.

Assessment

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<th>Form of Assessment</th>
<th>Duration</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Home Exam</td>
<td>5 days</td>
<td>A-F</td>
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Additional Information about Assessment:
The home exam consists of an essay of 2500 words (± 10 %).

Reading List

Books


**Articles**


Compendium
Specialization 1: Diakonia, Community Development and Christian Social Practice

Theology of Diakonia and Christian Social Practice

Course Content

The course will introduce main sources of theological reflection and give an introduction into main aspects of Christian doctrine in relation to diakonia. It will focus on diaconal perspectives in the Bible and in systematic theology, and how diakonia can be understood as a part of the church’ mission. The students will be introduced to hermeneutic methods in relations to different theological traditions.

Main Subjects:

- Sources of theological reflection
- Diakonia and the three articles of faith
- Diakonia and Christian anthropology
- Diakonia in the Bible and in Church history
- Compassion, love, hospitality and care as biblical motifs
- Gender issues in Diakonia
- Christianity and the World Religions
- Methods of Biblical hermeneutics
- Development and social transformation from a theological perspective

Learning Outcome

Completing the course will give the students will following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The Student

- has acquired formal knowledge of central doctrinal issues within Christian theology
- has gained advanced knowledge on diakonia from different Biblical perspectives
- has an advanced understanding on how hermeneutic methods can be used to understand the concept of diakonia in different contexts

Skills:

The Student

Course Code: MACOMM5110
Number of ECTS: 10
Available as Single Course: Yes
Type of Course: Semi Complusrory
Cycle: Second Cycle
Year of Study
Full Time: Year 1
Part Time: Not Relevant
Language of Instruction: English
Campus: Oslo
Semester: Spring
Compulsory Attendance: Yes
Professional Training: No
Scope of Tuition: 20 hours
Scope of other Learning Activities: 10 hours
Scope of Self-Study Activities: 240 hours
Total Workload: 270 hours
Prerequisites: None
• can apply acquired knowledge on diakonia in different contexts
• can analyse biblical passages considering the relevance for diaconal practice

General Competence:
The Student

• has developed a critical reflection on the ambiguous role of churches in processes of change and transformation
• has developed the ability to communicate his/her reflections on diakonia to specialist and non-specialist audiences

Work and Teaching Methods

• Lectures
• Group work
• Discussion
• Presentation of individual projects

Compulsory Activities

• Two individual coursework requirements, one written assignment of approx. 1000 words and one oral presentation on a given subject
• Compulsory presence in class, with a minimum of 60% attendance

The compulsory activities must be approved before the exam.

Assessment

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<th>Form of Assessment</th>
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<tr>
<td>Home exam</td>
<td>3 days</td>
<td>A-F</td>
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Additional Information about Assessment:

The home exam consists of an essay of 1500 words (+/- 10%).

Reading List


Science of Diakonia and Professional Practice

Course Content

Diakonia can be described as Christian social practice and belongs to the mission of the church, but both its understanding and practice varies. The course provides integrated perspectives on diaconal theories and research in relation to professional practice. The course builds on the course on Community Development (semester 1), and relates to especially competencies in bottom-up empowerment strategies. The course deepens the knowledge about Christian theology as basis for the understanding of diakonia, together with the need to apply theories from different disciplines. Employing a variety of teaching methodologies and binding together theory and practice, the students will learn about cooperation, empowerment and the creation of inclusive, just and convivial community life. The students will become acquainted with different research areas in the field of diakonia and work on methods that create room for change, innovation, and increased awareness about powerstructures. They will focus in particular on increased awareness of diakonia’s complexity and contextuality in local communities and congregations.

Main Subjects:

- The interdisiplinary nature of diakonia and science of diakonia
- Theories and methodologies related to diakonia
- The diaconal church and diaconal ministry
- Historical and theological perspectives on diakonia from a social innovation angle
- Ecumenical perspectives on diakonia
- Diapraxis and interreligious dialogue
- Cooperation and inclusive practices; inclusive communities; Ubuntu in relation to the UN sustainable development goals
- Understanding and applying the method of see- judge- act as a tool for social innovation
- The spiral of hope in times of suffering
- Care for creation and fight for justice- prophetic diakonia; public theology

Learning Outcome

Completing the course will give the students the following learning outcome, sectioned into knowledge, skills and general competence:
Knowledge:
The Student
- has advanced knowledge within the field of the caring ministry of the church
- has developed knowledge about the scientific rationales for diakonia
- has an understanding of the ecumenical and international identity of diakonia in relation to the UN sustainable development goals
- has knowledge about methods that are relevant for diaconal science and practice
- has developed competencies in diaconal work and cooperation

Skills:
The Student
- can reflect on diakonia as a scientific field and discipline and relate it to professional practice
- can analyze data and frameworks for research and innovation in diakonia critically
- can apply and combine traditional and new diaconal methods
- can plan an independent research project in the field of diakonia
- can organize cooperation projects as a professional in the field of diakonia

General Competence:
The Student
- has competence in meeting people at the margins and working with them
- has competence in creating inclusive communities
- has reflected on the practice of Ubuntu as diaconal practice
- can use diaconal theory and practice in a critical-constructive way for social change

Work and Teaching Methods
- Lectures
- Seminars
- Field trips
- Group work
- Interviews
- Dialogues
- Reflecting teams

Compulsory Activities
- Assignment: Develop a description for research or cooperation project in close collaboration with partners in the practice field
- Compulsory presence in class, with a minimum of 60% attendance

The compulsory activities must be approved before the exam.

Assessment
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<tr>
<th>Form of Assessment</th>
<th>Duration</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Group Exam</td>
<td>21 days</td>
<td>A-F</td>
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**Additional Information about Assessment:**

The home exam consists of an essay of 3000 words (+/- 10 %).

**Reading List**


Pastoral Care and Counseling

Course Content
The course introduces the discipline of pastoral care and counseling, with emphasis on understanding pastoral care and counseling as a diaconal practice in the local community. Themes from different life circumstances and crisis situations will be discussed in relation to their social and cultural context, and explored within the frameworks of theology, psychology, sociology, and other relevant disciplines. Throughout the course, the focus will be on developing skills for practice, as well as on reflecting upon the role of the professional counselor in challenging situations. An overarching question in the course is how pastoral counselors—in collaboration with other actors—can promote mental health and wellbeing (UN sustainability goal 3).

Main Subjects:
- Characteristics of pastoral care and counselling (PCC)
- Intercultural PCC
- PCC as diaconal local community practice
- PCC in the face of death and grief
- PCC in the face of violence and abuse
- Experiences of guilt and shame
- Conflicts, reconciliation and forgiveness
- Pastoral care and community crisis work in the face of large disasters
- Rituals, prayer and the use of sacred texts
- Listening and responding skills
- Power, vulnerability, gender issues, and ethics in PCC

Learning Outcome
Completing the course will give the students will following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:
The Student
- has acquired advanced knowledge of characteristics of pastoral care and counselling with emphasis on pastoral care as diaconal community practice, and on intercultural pastoral care and counselling
- has knowledge of some life- and crisis situations

Course Code: MACOMM5130
Number of ECTS: 10
Available as Single Course: Yes
Type of Course: Semi Complusory
Cycle: Second Cycle
Year of Study
Full Time: Year 2
Part Time: Not Relevant
Language of Instruction: English
Campus: Oslo
Semester: Autumn
Compulsory Attendance: Yes
Professional Training: No
Scope of Tuition: 20 hours
Scope of other Learning Activities: 10 hours
Scope of Self-Study Activities: 240 hours
Total Workload: 270 hours
Prerequisites: None
• has gained insight into different approaches to pastoral care and counselling related to existential themes

Skills:
The Student
• has acquired listening and responding skills needed to provide pastoral care and counselling.
• can analyse and discuss cases from real life situations in light of an interdisciplinary approach to pastoral care and counselling.
• are able to design an emergency plan related to selected crisis situations – focusing on the role of the pastoral counsellor in cooperation with other actors in the local community

General Competence:
The Student
• can show respect, empathy and ethical conduct in encountering people in pastoral care and counselling
• can reflect critically on themes, theories, problems and methods within the discipline

Work and Teaching Methods
• lectures
• discussions
• role play with video taping
• group work with supervision

Compulsory Activities
• Compulsory presence in class, with a minimum of 60% attendance

The compulsory activities must be approved before the exam.

Assessment

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<th>Form of Assessment</th>
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<tr>
<td>Home Exam</td>
<td>One Semester</td>
<td>A-F</td>
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Additional Information about Assessment:
The students will work with a self-selected case throughout the semester. The case will be object to group discussions and response from the teacher. The final product, which consists of a written case verbatim, and practical, methodical and theoretical reflections (4000 words), shall however be submitted individually.

An electronic platform will play a major role in the learning process and in the communication between students and teachers.
Reading List


Asset-based community development («Use Your Talent»)

Course Content

The course will focus on asset-based, diaconal community development (CD) as a normative and “bottom-up”-approach; involving everyone’s abilities and resources through which they can and should take part in the issues that affect their lives. Specific attention will be given to the role faith-based actors play in community development. During the course, the students will learn about how community development can support the development of social networks and sustainable civil society organizations, where reciprocity, trust and cooperation are core values and contribute to the formation of social capital. The focus of this course lies on the practice of local diakonia, and the interaction between theory and practice. Students will learn how they can work with diaconal, asset-based community development in local congregations and through bottom-up initiatives. The course is linked to an ecumenical asset-based community development project named “Use Your Talents” driven by different churches in the global South (countries in Africa and Asia).

The main goal of the course is to increase the students’ competence on methodology and practice of faith-based, asset-based community development, especially focusing on the role local actors and grass-root initiatives, like congregations, might play in the achievement of the sustainable development goals. In order to reach this goal the course will guide the students through theories and different methodologies on asset-based community development. The course’s main focus lies on the engagement in practical case studies related to multicultural contexts and different global contexts, and includes themes such as asset-mapping and mobilisation, power theories and empowerment methodologies, gender mainstreaming, diakonia as “gospel in action”, and the potential role of churches in community development.

Main Subjects:

- Asset-based community development- theories and practices
- Ecumenical diakonia- the role of local faith communities in community development
- Methods of asset-mapping and mobilization
- Asset-based community development and the sustainable development goals
- Gendermainstreaming in community development
- Local power relations and challenges in leadership structures
- “Mission from the margins”, vulnerability, the precariat and post-colonialism

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<th>Course Code: MACOMM5140</th>
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<td>Cycle: Second Cycle</td>
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<td>Year of Study</td>
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<td>Full Time: Year 2</td>
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<td>Part Time: Not Relevant</td>
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<td>Language of Instruction: English</td>
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<td>Campus: Oslo</td>
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<td>Semester: Autumn</td>
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<td>Compulsory Attendance: Yes</td>
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<td>Professional Training: No</td>
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<td>Scope of Tuition: 20 hours</td>
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<td>Scope of other Learning Activities: 10 hours</td>
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<tr>
<td>Scope of Self-Study Activities: 240 hours</td>
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<td>Total Workload: 270 hours</td>
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<td>Prerequisites: None</td>
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</table>
• Conviviality – The Art and Practice of Living together
• Empowerment theories and methodologies in asset-based community development
• The “Use Your Talent” project

Learning Outcome
Completing the course will give the students the following learning outcome, sectioned into knowledge, skills, and general competence:

Knowledge:
The Student
• has advanced knowledge of asset-based community development theories and practices
• has acquired an advanced understanding of social, economic, and environmental aspects of diaconal, asset-based community development
• has advanced knowledge of faith-based actors’ potential role in community development
• can reflect critically on the relation between asset-based, needs-based, and rights-based development measures

Skills:
The Student
• has developed multi-professional skills to advance innovation in local community development
• has tools for analyzing the role of faith-based lifestands in community development
• can apply asset mapping and asset mobilisation methods in concrete contexts
• is able to critically reflect different stakeholders’ roles in local contexts
• can communicate about community development measures with people belonging to different contexts and cultures and give constructive feedback and critique
• can relate the Sustainable Development Goals (Agenda 2030) to theories and methods of local, asset-based community development

General Competence:
The Student
• has developed a critical reflection on the role of power, gender, and culture in relation to community development
• is able to write academic essays and popular texts where asset-based community development projects are described according to the theoretical and methodological standards required by the course
• can analyze relevant professional and research ethical questions related to the content of the course
• is able to communicate with specialists as well as non-specialists about questions and challenges of the field
Work and Teaching Methods

- Lectures
- Seminars
- Group work with case studies

Compulsory Activities

- Presentation, either in class or through digital story, individually or in groups on a concrete asset-based community development project
- Participation in group work
- Compulsory presence in class, with a minimum of 60% attendance

The compulsory activities must be approved before the exam.

Assessment

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<th>Form of Assessment</th>
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<tr>
<td>Home Exam</td>
<td>5 days</td>
<td>A-F</td>
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Additional Information about Assessment:

The home exam consists of an essay of 2500 words (+/- 10 %), and is related to theories of asset-based community development.

Other

Literature, lectures and assessment methods will focus on the link between theory and practice, and include concrete project tasks related to the students' respective context.

Reading List


Kretzmann, John P.; McKnight, John L. (1993). Building Communities from the Inside out: A Path toward finding and mobilizing a community’s assets. The Asset-based Community Development Institute: Evanston/Illinois. (in selection)


Porkka, Jouko & Pentikäinen, Marja (eds), (2013). *Community of the Future – challenges and new approaches to community based social work and diakonia from the CABLE approach*, (Helsinki: Diak)

Schlatmann, Titus & Van Waarde, Rob. *That’s the Name of the Game – on empowerment and community, an account of practical research*, (Tubbergen: Van der Ros Verlag)


**Policy documents/recommended reading**


Inclusive development

Course Content

The course enables a deeper understanding of burning issues in the contemporary development debate, how to promote inclusive development. The course builds on the compulsory course Globalization, diversity and social innovation. In addition to highlighting the efforts of churches and diaconal actors, there is a focus on the Sustainable Development Goals (SDGs) and the role of civil society actors, with a particular emphasis on a human rights-based approach.

Main Subjects:

- Power relations and social deprivation
- Factors explaining social inclusion vs. social exclusion, including ethnic and religious intolerance
- Ideological and political framework for diakonia
- Human rights, focusing on rights of persons with disabilities, women and children’s rights
- International development assistance work
- Advocacy work
- Environmental ethics, particularly Christian caring for creation approaches
- The churches’ efforts for meeting the Sustainable Development Goals
- Relevant church actors and partnerships at the international and national arena

Learning Outcome

Completing the course will give the students will following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The Student

- has advanced insight into how global power relations affects international social work and international diakonia
- has in-depth knowledge of the church as a universal entity and its promotion of diakonia in a global and local context
- knows the Sustainable Development Goals, and the work of churches for meeting these goals
- has knowledge of what causes social deprivation, including what makes persons become refugees and asylum seekers, and insight into their situation

Course Code: MACOMM5150
Number of ECTS: 10
Available as Single Course: Yes
Type of Course: Semi Complusory
Cycle: Second Cycle
Year of Study
Full Time: Year 2
Part Time: Not Relevant
Language of Instruction: English
Campus: Oslo
Semester: Autumn
Compulsory Attendance: Yes
Professional Training: No
Scope of Tuition: 20 hours
Scope of other Learning Activities: 10 hours
Scope of Self-Study Activities: 240 hours
Total Workload: 270 hours
Prerequisites: None
Skills:
The Student
- is able to implement rights-based work
- can communicate a convincing message to be applied in advocacy efforts, and promote innovative advocacy work
- is able to identify the religious actors’ strengths and weaknesses in promoting inclusive development, and mobilize the relevant religious actors for various efforts

General Competence:
The Student
- is able to critically reflect one’s own role and the overall impact of social work and diakonia as tools for positive change
- can analyze local situations, in order to initiate work to promote involvement and partnership with various rights-holders
- can identify domestic, local and family-based impediments for inclusive development

Work and Teaching Methods
- Teaching in plenary
- Group work
- Individual assignment

Compulsory Activities
- Presentation of an advocacy example from one’s own country
- Group work: presenting a diaconal actor’s approach towards inclusive development
- Compulsory presence in class, with a minimum of 60% attendance

The compulsory activities must be approved before the exam.

Assessment

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<tr>
<td>Home Exam</td>
<td>3 days</td>
<td>A-F</td>
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Additional Information about Assessment:
The home exam consists of an essay of 2500 words (+/- 10%).

Reading List
APRODEV_DevelopReligion_Final_WEB.pdf


World Council of Churches, in cooperation with Lutheran World Federation and Action by Churches Together (2018). Ecumenical Diakonia. 9-16; 52-68 (subject to revision, awaiting final version) (22 p)

Total (approximately): 815 pages
Specialization 2: Value-based Leadership and Social Innovation

Value-based leadership

Course Content

Organizations are historical, relational and cultural entities where identification with common values and purpose is central to motivation, performance and work environment. Collaboration to address societal challenges call for organizations and leaders to work consciously with values as they inform identity, purpose and approaches to collaboration and change.

This course provides a theoretical and practical link between values, managerial and leadership work and practice. It grounds organizational and leadership practice in a broader framework beyond purposive rationality and efficiency. A central aim is to relate theories of management and leadership, philosophy of science, and cognition of values to practice. A deepened understanding of ethical theories and their relationship to the emergence of values and norms in practice and decisions of organizations will be provided.

The student will gain insight in processes of control and leading at differing levels of organizations, but also how they relate to and are embedded in societal regulations, structures of interaction and policies. Responding to institutional pluralism and change raise the question of organizational values and identity, particularly how these inform and direct the practice of interaction with several stakeholders. The course provides a solid theoretical foundation to lead and innovate in public institutions, churches, faith-based and other civil society organizations in light of UN Sustainable Development Goal 8, 16 and 17.

Main Subjects:

- Managing and leading organizations as practice
- Roles and responsibilities of managers/leaders
- Values foundation of organizations and conscious values-based leadership
- Ethical dilemmas of situated practice, identification of central values, reflexive practice of discerning alternatives of action

<table>
<thead>
<tr>
<th>Course Code: MACOMM5210</th>
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</thead>
<tbody>
<tr>
<td>Number of ECTS: 10</td>
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<tr>
<td>Available as Single Course: Yes</td>
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<tr>
<td>Type of Course: Semi Complusory</td>
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<tr>
<td>Cycle: Second Cycle</td>
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<tr>
<td>Year of Study</td>
</tr>
<tr>
<td>Full Time: Year 2</td>
</tr>
<tr>
<td>Part Time: Not Relevant</td>
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<td>Language of Instruction: English</td>
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<td>Campus: Oslo</td>
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<td>Semester: Spring</td>
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<tr>
<td>Compulsory Attendance: Yes</td>
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<tr>
<td>Professional Training: No</td>
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<tr>
<td>Scope of Tuition: 20 hours</td>
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<tr>
<td>Scope of other Learning Activities: 10 hours</td>
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<tr>
<td>Scope of Self-Study Activities: 240 hours</td>
</tr>
<tr>
<td>Total Workload: 270 hours</td>
</tr>
<tr>
<td>Prerequisites: None</td>
</tr>
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</table>
• Institutional leadership in pluralistic institutional contexts
• Distinctiveness of civil society organizations and consequences for leadership and collaboration with public agencies

Learning Outcome
Completing the course will give the students will following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:
The Student
• has in-depth knowledge of the articulation, maintenance and change of organizational values
• has in-depth knowledge of conditions for leadership and management in the particular context of their organization (public, private, civil society, faith-based)
• has insight in how to lead, adapt and innovate the core services of organizations

Skills:
The Student
• is able to analyze and reflect on the relations between organizing, values and leadership
• can apply central theories of management and leadership in a values-conscious practice
• is able to develop cooperation and collaboration between groups of stakeholders for community development and social innovation
• Is able to analyze the challenges facing managers/leaders in public and civic organizations, and perform the role of managers/leaders according to frame conditions

General Competence:
The Student
• has extensive knowledge of organizational and managerial/leadership theory and is able to transform such knowledge to performative practice
• is able to analyze and articulate the role of values in collaborative processes for community development and social innovation, in particular related to UN Sustainable Development Goal 8, 16 and 17

Work and Teaching Methods
• Lectures
• Group-work and work-shops
• Individual work during the semester

Compulsory Activities
• Assignment: A value study of an organization. Written report of 1.000 words
• Compulsory presence in class, with a minimum of 60% attendance
The compulsory activities must be approved before the exam.

**Assessment**

<table>
<thead>
<tr>
<th>Form of Assessment</th>
<th>Duration</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Home Exam</td>
<td>5 days</td>
<td>A-F</td>
</tr>
</tbody>
</table>

**Additional Information about Assessment:**

The home exam consists of an essay of 2500 words (+/- 10 %).

**Reading List**

**Books**


**Articles**


**Compendium**

Barnard, Chester 1938: The Functions of the Executive. Cambridge: Harvard University Press, Ch. XV (20 pp)
Social Innovation

Course Content

Social innovation are new ideas (products, services and models) that simultaneously meet social needs (more effectively than alternatives) and create new social relationships or collaborations. Within this course students will analyze social innovation initiatives undertaken in diverse sectors (private, public, and non governmental) as well as initiatives crossing sectoral boundaries. Throughout the course students will examine real life cases of social innovation in different cultural and socio economic environments, asking questions about social needs addressed (what are those needs? who is involved in defining needs and designing solutions?), about agents of change (social and political entrepreneurs, activists, organizations, and social movements), about processes of innovation (what are strategies of introducing a social innovation, how is it learnt, implemented, institutionalized), impact of social innovation, and about organizational and institutional context of innovating, including questions about the role of leadership.

A special attention will be devoted to the role of scientific expertise in fostering social innovation. Students will discuss innovation processes exemplifying a wider array of possibilities ranging from researchers adopting a traditional role of external observer and evaluator to the instances of direct engagement into a process of developing social innovation.

Main Subjects:

- Social Innovation – between Global North and Global South
- Innovating as a process of learning, introducing theoretical models of learning
- Social Innovation and institutional change, introducing theoretical frameworks linking individuals, organizations and institutions
- Changing governance models in public administration, innovating within public goods and services provision
- Leadership and social Innovation
- Engaged research. The possible role of researchers in the process of innovation development and implementation

Learning Outcome
Completing the course will give the students following learning outcome, sectioned into knowledge, skills and general competence:

**Knowledge:**
The Student
- has gained knowledge about cultural, institutional, organizational and individual conditions influencing processes of social innovation development
- can apply diverse theoretical approaches to interpret a phenomenon of social innovation and change
- has advanced understanding of connections between global challenges, the idea of sustainable development, social and environmental problems and social innovation

**Skills:**
The Student
- is able to conduct a strategic analysis of institutional and social environment within which social innovation is developed
- is able to prepare a map of stakeholders relevant for the social innovation project
- can design an action research project whose major goal is to develop and implement social innovation being a response to a social problem or unmet social need
- can design a model for impact assessment of an innovation

**General Competence:**
The Student
- can develop strategies for constant learning, being a core condition for successful implementation of social innovation
- can apply tools facilitating reflection on actions, revealing hidden assumptions and unexpressed values and is sensitive to ethical aspects of collaborative problem solving

**Work and Teaching Methods**
- Lectures
- Group work (case analysis)
- Discussion (literature analysis)

**Compulsory Activities**
- Assignment: an analysis of a real life social innovation example
- Peer review of assignments
- Compulsory presence in class, with a minimum of 60% attendance

The compulsory activities must be approved before the exam.

**Assessment**
<table>
<thead>
<tr>
<th>Form of Assessment</th>
<th>Duration</th>
<th>Grade</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Individual writing assigment</td>
<td>2 hours</td>
<td>A-F</td>
<td>50/100</td>
</tr>
<tr>
<td>Digital assignment</td>
<td>3 days</td>
<td>A-F</td>
<td>50/100</td>
</tr>
</tbody>
</table>

**Additional Information about Assessment:**

The exam is a combination of individual writing and group work assessment. Within the individual part students are asked to conduct an analysis of a given social innovation initiative. The list of questions will provide a framework for the analysis (2000 words +/- 10%). Further on, within groups of 4-5, students will prepare a digital assignment. Using examples of social innovations students should introduce a theoretical concept relevant for social innovation practice.

**Reading List**


Case studies, reports (critical analysis of cases as a written assignment, some of the cases will be discussed during the classes):

https://www.nesta.org.uk/publications/co-production-catalogue
https://ash.harvard.edu/innovations-american-government-awards
http://www.transitsocialinnovation.eu/
https://www.si-drive.eu/
Project Management

Course Content

Developing, implementing and managing projects is at the core of community development and social innovation across sectors. Many work and development tasks in modern organizations are implemented through projects. Development and design of projects is based on a theory of change. The course introduces the participants to core principles in project management like planning, organizing and monitoring of projects, as well as a practical introduction to methods and tools in project management.

Relational skills and reflexive practice is essential to ensure participation and ownership to process and outcome of projects. The project manager need to develop and maintain relations with the organization, the project team, external partners and other stakeholders.

Building organizational capacity is an essential element of community development and strengthening civil society. Tools for planning and implementing organizational development projects is a central topic in this course. This includes strategic planning and organizational assessments.

Main Subjects:

- Project as a work method and management tool
- The project organization and the line organization
- Organizational development projects
- The project manager and project management – relational aspects
- Stakeholders and context
- Risk and risk management
- Theories of change
- Monitoring projects: planning, budgeting, cost management and reporting
- Evaluation of projects emphasizing participatory methods

Learning Outcome

Completing the course will give the students will following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:
The Student

- has in-depth knowledge about organizing and processes in projects
- has advanced knowledge about methods and tools for project management
- has in-depth knowledge about communication and cooperation in projects
- can apply theoretical perspectives in managing projects
- can critically apply professional criteria for evaluating projects

Skills:

The Student

- can use established methods in project management to plan, monitor, facilitate and manage projects for community development, social innovation and organizational development
- can establish and develop a project team
- can develop a business case and project initiation documentation for decision making and management

General Competence:

The Student

- can apply his or her knowledge and skills in the role as project manager, project team member or project executive
- can identify issues and concerns in the relationship between the project organization and the line organization
- can apply his or her knowledge in facilitating organizational development processes to strengthen public and civil society organizations

Work and Teaching Methods

- Lectures
- Group work
- Independent work on own project

Compulsory Activities

- Assignment: Develop a business case for an individually selected project
- Compulsory presence in class, with a minimum of 60% attendance

The compulsory activities must be approved before the exam.

Assessment

<table>
<thead>
<tr>
<th>Form of Assessment</th>
<th>Duration</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Exam</td>
<td>One Semester</td>
<td>A-F</td>
</tr>
</tbody>
</table>

Additional Information about Assessment:
Develop project initiation documentation for an individually selected project. The exam has no specific word limit, but documentation should include all the elements of the template and the text should be kept as brief and concise as possible.

Reading List

Books


Articles


Human resources and conflict management

Course Content

Developing constructive forms of cooperation and conflict management is a key for achieving goals, whether it is internal to organizations or in collaborative efforts for community development and social innovation. This course provides managers and organizational members with theoretical and practical tools for handling collaborative processes in their working environment. It focuses on leadership style and communication and its significance for facilitating of cooperation, development, and change in organizations and with external stakeholders.

The course gives the participants an introduction to central topics within HR management like recruiting and retaining staff, and developing human resources. The course has a particular emphasis on managing cooperation and conflict across cultures.

Many civil society organizations work with both employed staff and volunteers or with only volunteers. The course addresses the issue of developing and managing the resources of volunteers.

Main Subjects:

- Recruitment, competence development, salary and reward
- Equality and diversity management in organizations
- The psychosocial work environment, including bullying, and harassment
- Communication and relations in the intra and inter organizational environment
- Ethical reflection in leadership
- Culture and conflict
- Disputes resolution, mediation and negotiation
- Working with volunteers

Learning Outcome

Completing the course will give the students will following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The Student
has a comprehensive understanding of different types of conflicts, as well as different methods for preventing, handling, and resolving conflict in intra and inter organizational contexts

has an understanding of the challenges and opportunities for cultural diversity and inclusion in the workplace

has an in-depth understanding of managers' responsibility to actively promote a healthy psychosocial work environment, including preventing bullying and harassment

Skills:
The Student

- can use relevant practical tools and tools in competence development and change processes and analyze the effects they have
- is able to apply theoretical models and perspectives to analyze, manage, and prevent conflicts in the workplace and in collaboration with other stakeholders
- can anticipate and handle relevant ethical dilemmas that leaders meet in their everyday practice

General Competence:
The Student

- has an in-depth understanding of the relationship between the organization's strategy, values and personnel management
- is able to identify and analyze relevant personnel issues in the light of general management and organizational theory
- has developed understanding and skills to foster collaboration between employed staff and/or volunteers in civil society organizations

Work and Teaching Methods

- Lectures
- Group work
- Independent work on own project

Compulsory Activities

- Digital assignment
- Compulsory presence in class, with a minimum of 60% attendance

The compulsory activities must be approved before the exam.

Assessment

<table>
<thead>
<tr>
<th>Form of Assessment</th>
<th>Duration</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Exam</td>
<td>5 days</td>
<td>A-F</td>
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</table>

Additional Information about Assessment:
The home exam consists of an essay of 2500 words (+/- 10 %).

Reading List

Books


Articles


Compendium


Specialization 3: Migration and Intercultural Relations

Transnational Religion and Migration

Course Content
Recent migration has created plural societies where ethnicity, language and religion have become markers of identity that influence coexistence in neighbourhoods, workplaces, schools and in civil society at large. This development also relates to questions of globalization, in particular to the role transnational communities play in local community development. This course pays particular attention to the role that migrant religious communities play in this process. What role does religion play in the everyday life of the migrant? Do religious migrant communities promote integration into the host society or do they strengthen cultural and ethnic boundaries? The course also focuses on the development of national and transnational networks in and between migrant communities.

Main Subjects:
- Theoretical approaches towards transnational religion and migration
- Migration, religion and identity
- Christian, Muslim and Buddhist migrant communities
- Religion as a resource in community development
- Migrant religion as public religion
- Transnational, transcultural and translocal approaches in religious studies
- Religion as resource for intercultural understanding and coexistence

Learning Outcome
Completing the course will give the students the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:
The Student
- has advanced knowledge within the field of transnational religion and migration, with particular attention to theories of globalization and religious change
- has a deep understanding of ethical, theoretical and methodological questions related to the study of minority groups
- has advanced knowledge of possible outcomes of religious encounters, both in terms of conflicts and coexistence

Course Code: MACOMM5310
Number of ECTS: 10
Available as Single Course: Yes
Type of Course: Semi Compulsory
Cycle: Second Cycle
Year of Study
Full Time: Year 1
Part Time: Not Relevant
Language of Instruction: English
Campus: Stavanger
Semester: Spring
Compulsory Attendance: Yes
Professional Training: No
Scope of Tuition: 20 hours
Scope of other Learning Activities: 10 hours
Scope of Self-Study Activities: 240 hours
Total Workload: 270 hours
Prerequisites: None
Skills:
The Student
- can analyze and relate critically to different sources of information within the field of religion and migration,
- can analyze existing theories, methods and interpretations within the field of religion and migration and work independently with practical and theoretical solutions,
- is able to do an independent research project in the field of religion and migration, under supervision and in accordance with current research ethical conventions

General Competence:
The Student
- can analyze relevant professional and research ethical questions related studies of minorit communities,
- is able to transfer the knowledge and skills of the field of religion and migration to new professional areas and research fields,
- is able to communicate with specialists as well as non-specialists about questions and challenges of the field of religion and migration

Work and Teaching Methods
- Lectures
- Seminars
- Group work

Compulsory Activities
- Participate in visits to migrant congregations
- Digital story or newspaper chronicle
- Compulsory presence in class, with a minimum of 60% attendance

The compulsory activities must be approved before the exam.

Assessment

<table>
<thead>
<tr>
<th>Form of Assessment</th>
<th>Duration</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Home Exam</td>
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<td>A-F</td>
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</table>

Additional Information about Assessment:

The home exam consists of an essay of 4000 words (+/- 10 %).

Reading List

Books
Compendium


Total 738 p.
Migration and Intercultural Relations

Course Content

This course gives an in-depth introduction to central terms and principles within intercultural relations, and has a particular focus on communication between minority and majority groups in settings where migrants meet local communities. The theoretical tools presented belong to a multidisciplinary tradition inherited from: hermeneutics, linguistics, semiotics, social anthropology, and migration studies. The course relates communication and diversity to several professional traditions such as teaching, work with migrants, development, health, conflict management and leadership.

The main goal of the course is to increase the level of intercultural competence among the students, in light of the UN sustainable development goal 17, Partnerships for the Goals. In order to reach this goal the course will guide the students through theories that describe how understanding and meaning is created in different cultural contexts. This perspective is deepened through engagement in practical case studies related to multicultural contexts and includes themes such as practice theory, power-relations, stereotypes, prejudices and social innovation.

Main Subjects:
- Intercultural relations
- Intercultural communication
- Hermeneutics and semiotics
- Minority-majority issues
- Multicultural contexts and workplaces
- Stereotypes and prejudices
- Social innovation in intercultural settings

Learning Outcome

Completing the course will give the students following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The Student

- has advanced knowledge of theories that connect hermeneutics and cultural analysis to practical aspects of intercultural communication
- has a deep understanding of related areas within the academic field such as power-relations, stereotypes and prejudices.
- has thorough knowledge of examples of multicultural contexts and relevant challenges of communication
Skills:
The Student
- can apply theories related to hermeneutics and communication on practical problems formulated as real or invented case-studies
- is able to evaluate different levels of intercultural competence, and improve communication in multicultural- and migrant settings through a conscious focus on themes discussed during the course
- can analyze problems dealing with culture and communication and relate the theory to multicultural workplaces and migrant settings

General Competence:
The Student
- is able to write academic essays and popular texts where hermeneutics and the multicultural contexts are described according to the theoretical and methodological standards required by the course
- can analyze relevant professional and research ethical questions related to the content of the course
- is able to communicate with specialists as well as non-specialists about questions and challenges of the field

Work and Teaching Methods
- Lectures
- Seminars
- Group work with case studies

Compulsory Activities
- Written essay related to theories of diversity and intercultural communication
- Presentation, either in class or through digital story, individually or in groups
- Participation in group work
- Compulsory presence in class, with a minimum of 60% attendance

The compulsory activities must be approved before the exam.

Assessment

<table>
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<tr>
<th>Form of Assessment</th>
<th>Duration</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Oral exam</td>
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<td>A-F</td>
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Additional Information about Assessment:

The students will be given a case-based assignment two days prior to the oral examination.

Reading List
Books


**Compendium**


Total 713 p.
Migration and Development

Course Content

The migration-development nexus has received considerable attention over the past years, both from developmental agencies and political actors. Migrants' economic remittances are globally estimated to be three times higher than public aid funds, and migrants are therefore often seen as potential contributors to development. Another consequence of migration is what is called social remittances, which refers to migrants' transfer of new values, ideas, skills, and practices from their country of settlement back to their country of origin—either via regular visits or via more permanent returns. Both economic and social remittances are potential contributors to community development and social innovation.

This course will address the complex relation between migration and development. We will in particular discuss the role of economic and social remittances, including migrant communities' own concrete development initiatives (building a school, a hospital, a church etc.), often organized within the framework of a formal migrant organization. Furthermore, we will see how such initiatives in recent years have become more politicized, with more and more governmental and non-governmental organizations supporting, but also guiding, migrants' development projects. The course will also address the relationship between migrants' integration (or lack thereof) in the country of settlement and their potential contribution to community development and social innovation in the country of departure.

Main Subjects:

- Migration studies as an academic discipline
- Migration and economic remittance
- Migration and social remittance
- Development from a transnational perspective
- The role of migrant communities in local communities
- Integration and segregation
- Migrant contributions to social innovation and community development, in particular related to UN Sustainable Development Goal 4, 5 and 8

Learning Outcome

Completing the course will give the students the following learning outcomes, sectioned into knowledge, skills, and general competence:
Knowledge:
The Student
- has advanced knowledge within the field of migration and development, with particular attention to different theoretical perspectives regarding the migration-development nexus
- has a deep understanding of the role micro, macro and meso perspectives play within the migration and development nexus
- has advanced knowledge of possible outcomes when it comes to migration and development in general and community development and social innovation in particular (UN Sustainable Development Goal 4, 5, and 8)

Skills:
The Student
- can critically analyze different theoretical perspectives related to the migration-development perspective
- can critically analyze development projects and outcomes related to migration from different analytical levels (micro, macro and meso)
- is able to conduct an independent research project in the field of migration and development, under supervision and in accordance with current research ethical conventions

General Competence:
The Student
- is able to transfer knowledge of and skills from the field of migration and development to other research fields
- is able to transfer knowledge of and skills from the field of migration and development to different professional contexts
- is able to communicate with specialist as well as non-specialist about issues related to the migration-development nexus

Work and Teaching Methods
- Lectures
- Seminars
- Group work

Compulsory Activities
- Work with posters in groups
- Compulsory presence in class, with a minimum of 60% attendance

The compulsory activities must be approved before the exam.

Assessment

<table>
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<tr>
<th>Form of Assessment</th>
<th>Duration</th>
<th>Grade</th>
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</table>
Additional Information about Assessment:

The students will be divided into groups early in the semester, and throughout the semester they will work on a proposal related to a development project related to migrants. The text should be 4000 words (+/- 10%). The group will receive one common grade for their work.

Reading List

Books


Compendium


Total approximately 800 p.
Fieldwork

**Course Content**

This course is preparing the student for the thesis work. The content of the course must be related to one of the specializations within the programme. The student is expected to work independently in the field and collect data through qualitative or quantitative methods in order to prepare the student for the writing of the master’s thesis.

Before the collection of data all students have to:

1. Attend a start-up seminar conducted by some of the tutors giving guidelines related to choosing a relevant topic for the thesis.

2. Write a Project Description (2500 words +/- 10%) that covers central methodological and theoretical challenges related to the specific topic chosen for his or her thesis. The Project Description is compulsory and must be approved by VID before starting the fieldwork.

3. Register the project at www.NSD.no (Norsk samfunnsvitenskapelig datatjeneste).

The student then starts the collection of data through fieldwork, in Norway or abroad, related to the chosen theme of the thesis. The student is responsible for the practical organization of the work. The fieldwork has a normal length of five to seven weeks and is evaluated by a field report of 3000 words (+/- 10%).

**Main Subjects:**

- Project description, including theoretical and methodological approach
- Fieldwork preparations in dialogue with thesis supervisor
- Fieldwork
- Theoretical reflections concerning own experiences during fieldwork

**Learning Outcome**

Completing the course will give the students will following learning outcome, sectioned into knowledge, skills and general competence:

**Knowledge:**

The Student

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**Course Code:** MACOMM5340  
**Number of ECTS:** 10  
**Available as Single Course:** Yes  
**Type of Course:** Semi Compulsory  
**Cycle:** Second Cycle  
**Year of Study:**  
**Full Time:** Year 2  
**Part Time:** Not Relevant  
**Language of Instruction:** English  
**Campus:** Stavanger  
**Semester:** Autumn  
**Compulsory Attendance:** Yes  
**Professional Training:** No  
**Scope of Tuition:** 20 hours  
**Scope of other Learning Activities:** 10 hours  
**Scope of Self-Study Activities:** 240 hours  
**Total Workload:** 270 hours  
**Prerequisites:** None
• has acquired understanding of his/her own capacities for the collection and recording of data
• has advanced knowledge of key issues related to research methods, and understand the practical implications of different methods
• has acquired understanding of how to apply qualitative and/or quantitative research methodology to specialized insights in a limited area

Skills:
The Student
• has achieved experience and practical competence in qualitative and/or quantitative research methods and tools
• has the ability to carry out fieldwork related to a selected topic
• has acquired skills in understanding and doing qualitative and/or qualitative fieldwork and has become familiar with data collection and the organizing of fieldwork data

General Competence:
The Student
• has advanced knowledge of research ethical norms and guidelines related to qualitative and/or quantitative research practice
• has good knowledge of the process of preparing a project description in order to carry out a research project

Work and Teaching Methods
• Prepare fieldwork together with thesis supervisor

Compulsory Activities
• Start-up seminar
• Project Description (2500 words +/- 10%)
• Register the project at www.NSD.no

The compulsory activities must be approved before the exam.

Assessment

<table>
<thead>
<tr>
<th>Form of Assessment</th>
<th>Duration</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Field Report</td>
<td>One Semester</td>
<td>Pass/Fail</td>
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</table>

Additional Information about Assessment:

The length of the field report should be 3000 words (+/- 10%).
Text Studies

Course Content

This course is preparing the student for the thesis work. The content of the course must be related to one of the specializations within the programme. The student is expected to work independently with a theoretical research question in order to prepare the student for the writing of the master’s thesis.

Before writing the essay in the third semester all students have to:

Attend a start-up seminar conducted by some of the tutors giving guidelines related to choosing a relevant topic for the thesis.

Write a Project Description (2500 words +/-10%) that covers central methodological and theoretical challenges related to the specific topic chosen for his or her thesis. The Project Description is compulsory and must be approved by VID before starting the fieldwork.

The student then starts the collection of literature and documents related to the chosen theme of the thesis. The student is responsible for the literature research, and to develop a reading list of 750 pages that has to be approved by the appointed supervisor. The final essay should be 3000 words (+/- 10%).

Main Subjects:

- Project description, including theoretical and methodological approach
- Literature research/review in dialogue with thesis supervisor
- Theoretical reflections concerning the research question for the thesis

Learning Outcome

Completing the course will give the students will following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The Student

- has acquired understanding of his/her own capacities for literature and document research
- has advanced knowledge of theoretical key issues related to a limited research question

Course Code: MACOMM5350
Number of ECTS: 10
Available as Single Course: Yes
Type of Course: Semi Complusory
Cycle: Second Cycle
Year of Study
Full Time: Year 2
Part Time: Not Relevant
Language of Instruction: English
Campus: Stavanger
Semester: Autumn
Compulsory Attendance: Yes
Professional Training: No
Scope of Tuition: 20 hours
Scope of other Learning Activities: 10 hours
Scope of Self-Study Activities: 240 hours
Total Workload: 270 hours
Prerequisites: None
• has acquired understanding of how to combine different theoretical approaches in an independent research project

Skills:
The Student

• has achieved experience and practical competence in literature and document research
• has the ability to carry out an independent theoretical study related to a selected topic

General Competence:
The Student

• has advanced knowledge of research ethical norms and guidelines related to choosing a relevant theoretical approach towards writing a master’s thesis
• has good knowledge of the process of preparing a project description in order to carry out a research project

Work and Teaching Methods

• Prepare literature and document research together with thesis supervisor

Compulsory Activities

• Project description
• Start-up seminar

The compulsory activities must be approved before the exam.

Assessment

<table>
<thead>
<tr>
<th>Form of Assessment</th>
<th>Duration</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Essay</td>
<td>One Semester</td>
<td>Pass/Fail</td>
</tr>
</tbody>
</table>

Additional Information about Assessment:

The length of the essay should be 3000 words (+/- 10%).
Master’s Thesis
Course Content

The research work / thesis writing is supposed to be completed in one semester, and the subject of the thesis should be located within the specialization chosen by the student. During the semester before the semester set aside for the research work / thesis writing, the student shall submit a project description. The project description should contain a preliminary work title, the research problem, current research, relevant theories and methodology, the need for collection of data and a brief outline of the planned thesis. In cases of a thesis requiring fieldwork, the project description must be submitted before fieldwork can start. The faculty, which appoints a member of its academic staff as supervisor, must approve the project description.

The thesis should be written with 1.5 line spacing, 2.54 cm margins and in Times New Roman 12 points (10 points for footnotes). The length of the thesis should be 25,000 words (+/- 10%). The thesis should be written in English or in a Scandinavian language. The faculty will set a deadline for submission of theses each term.

Learning Outcome

Completing the course will give the students following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The Student

- has specialized knowledge in the field of the thesis, as a basis for original thinking and research
- has acquired a critical awareness of knowledge issues in the field of the thesis and at the interface between this field and other fields

Skills:

The Student

- has achieved specialized problem-solving skills in the field of the thesis and practical competence in relevant research methods and analytical tools
- is able to express advanced theoretical and empirical knowledge in the form of academic writing
- is able to demonstrate advanced research ethical capabilities within the field of the thesis

Course Code: MACOMM6000
Number of ECTS: 10
Available as Single Course: Yes
Type of Course: Compulsory
Cycle: Second Cycle
Year of Study
Full Time: Year 2
Part Time: Not Relevant
Language of Instruction: English
Campus: Oslo and Stavanger
Semester: Spring
Compulsory Attendance: Yes
Professional Training: No
Scope of Tuition: 4-6 hours
Scope of other Learning Activities: 6-8 hours
Scope of Self-Study Activities: 250-260 hours
Total Workload: 270 hours
Prerequisites: None
General Competence:

The Student

- can transfer the experience from the field of the thesis to other fields that are complex, unpredictable and require new strategic approaches
- can take responsibility for contributing to professional knowledge and practice in the wider field of the thesis

Work and Teaching Methods

Supervision:

The faculty will appoint a supervisor, with whom the student will be able to discuss the selection of literature and different analytical approaches towards the project. The supervision should contain the following elements:

- In the beginning of each term, the faculty will organize a start-up seminar, with the purpose of initiating processes of project planning.
- When the project proposal is approved and a supervisor is appointed, a supervision contract is signed by student and supervisor.
- Student and supervisor together make a detailed plan for the project, including an estimated deadline for the different chapters.
- Normally, student and supervisor meet four to six times during the project period. The meetings may be organized through Skype or email, if by both parties agreed upon this. The supervisor may decide to conduct the supervision in groups of students.
- The total supervision, which includes meetings and the supervisor’s reading of thesis text, equals twenty-four hours.
- The process of supervision normally ends one week before the deadline for the submission of the thesis

The research work / thesis writing process:

- Drafts should be sent to the supervisor in due time before scheduled meetings.
- The supervisor may, in consultation with the student, ask a second reader to review and respond to individual chapters.
- Concerning the style of the thesis, the student should use VID’s “General Guidelines for Writing Master and PhD Theses” (available at VID.no). The number of words required (25,000 words +/- 10%) does not include front-page, abstract, table of contents and bibliography

Submission and grading of the thesis:

- The thesis should be submitted to the faculty in three bound copies and one electronic version.
- Deadline for submission will be at 12:00 a.m. at a date to be specified by the faculty.
- If the thesis is not submitted within this deadline for any other reason than health problems documented by a medical certificate, grading (and graduation) will be postponed to the following term.
Compulsory Activities

- A start-up seminar in the beginning of the semester that comes before the term set aside for fieldwork/research work/thesis writing. The start-up seminar will initiate processes of project planning and update bibliographical competence.
- Thesis seminars where students present parts of their thesis and respond to fellow students.

The compulsory activities must be approved before the exam.

Assessment

<table>
<thead>
<tr>
<th>Form of Assessment</th>
<th>Duration</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>One Semester</td>
<td>A-F</td>
</tr>
</tbody>
</table>

Additional Information about Assessment:

The length of the thesis should be 25,000 words (+/- 10%).

Reading List


Full text available through Oria at VID Library, EBSCOhost Academic ebook Collection.