# VID

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

**Faculty of Theology, Diaconia and Leadership Studies**

**VID Oslo/Stavanger**

**Approved** 15 June 2021 by The Education Com

# Table of Content

# 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 is faced with constant changes within external and internal actors and structures. Local actors can better contribute to a sustainable social development of communities if they have skills to foster cooperation and social innovation. The master's programme in Community Development and Social Innovation offers a platform for developing skills and competence on development and innovation based on the UN sustainable development goals.
In the area of health, welfare and faithbased organizations, Social Inovation presupposes leadershipskills and values that combine knowledge of the past with belief in the future.

VID Specialized University has a long history of engagement in the education of students towards 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 valuebased 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 students for present and future challenges in the described contexts.

Students 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. The study programme aims at creating a laboratory of innovation where social cohesion, religious understanding, and sustainable citizenship is discussed and developed.
The programme also prepares students for an academic career. The programme includes 55 ECTS in research method, datacollection, and master thesis writing. The students are expected to do their own research project and present it in a comprehensive master thesis. The curriculum has an emphasis on academic discussions on the topics of community development, globalization and social Inovation.

## 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, nongovernmental organization, health care, and social welfare. Civil society is here understood as the third sector in society, separated from, but closely related to and

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**Facts about the Study Programme**

**Number of ECTS: 120**

**Qualification Level:** Second Cycle (Master)

**Qualification Awarded: Master in Community Development and Social Innovation**

**Language of Instruction:** English

**Mode of Study:** Full Time

**Professional Training:** No

**Length of Professional Training:** hours/weeks

**Length of the Study Programme Full Time:** 2 years
**Part Time:** not relevant

**Start of the Academic Year:** Autumn

**Campus:** Oslo/Stavanger

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 and Leadership in 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 students for different services and leadership positions in churches and faith communities and in faith-based, non-profit development organizations.

### b. Values-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. Intercultural Relations and Migration

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 crossdisciplinary 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 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 students for positions within religious institutions, civil society organizations, within private and public health care and social work. It encourages the students to engage in challenges defined by the UN sustainable

development goals, both in leadership positions and as co-workers who promote change through social innovation initiatives.

Admission requirements are as follows: a bachelor's degree within social sciences, humanities, religion and theology, administration, health- or social work. An average grade that equals C in an A-F gradingsystem is required.

Most non-native English speakers, and some native English speakers, have to document their proficiency in English by taking one of these internationally recognised tests: TOEFL, IELTS or PTE test results. It is required a result equal to TOEFL Test of English as a Foreign Language with a minimum score of 550 on the paper-based test (PBT) or a score of 80 on the internet-based test (IBT), with at least 19 in reading, 19 in listening, 19 in speaking and 23 in writing.

See the following link for further information: https://www.vid.no/en/international/full-degree/application/

# 3. Learning Outcome

The 120 ECTS master programme qualifies for applying for further academic studies, Completing the study programme will give the candidates the following learning outcome, sectioned into knowledge, skills and general competence:

**Knowledge**

The Candidate

- has advanced understanding of the role of civil society, locally and globally, with focus on the fields of welfare, health and religion
- has thorough knowledge about the importance of leadership, cooperation and intercultural communication in civil society work and community development
- has thorough 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 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 relate critically and constructively to scientific, disciplinary, and public discourses that are relevant for her/his field of specialization
- 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 socity, 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 evaluate develop and reflect on, 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
- understands the possibilities and responsibilities associated with organizing social 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, and all relevant information necessary for the student, are described in the course descriptions. Methods of teaching are lectures and seminars, group work, assignments based on individual activity studentdepending on the student's ability to work independently (or in groups), creatively and critically. The programme also includes 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 students and teachers in collaborating institutions in other parts of the world.

Academic writing is developed through practicing academic writing, rewriting of academic texts, and also through reflecting upon their own and other's writings. For this purpose, two writing seminars during first semester are conducted. Academic writing is further emphasised through training during the second semester and third semester. In the third

semester, academic wiritng skills are developed further through group seminars. In the last semester, the Master thesis gives the ultimate training for presenting academic work through writings.

The quality assurance system, including the student democracy structure at VID, is the tool to recieve, systematize and analyse 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/candidate/examination/gradingscale/ . See also 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.

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, the syllabus is in English, and the master thesis are written in English, enabling research results to be communicated internationally.

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)
- written assignments
- oral examination
- posters
- 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 120 ECTS study programme includes 90 ECTS *compulsory courses* (including the master thesis),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 of *20 ECTS specialization courses* in second and third semester. In addition to this, students choose one elective *10 ECTS course* across the three specializations or from other approved master programmes.

In the first semester the students are introduced to all the central topics of the program. In addition to tuition in the different courses, there is an overarching focus on bulding academic writingskills through mandatory writing seminars.

In the second semester the students will build competence in Theory of science, Research methods and continue to build their academic writing skills in preparing their project proposal for the master thesis. They will attend the VID profile course that gives insights in Values and Worldviews. The students will this semester also deepen themselves in the topics of one specialization course.

In the third semester the students develop further their research skills when they work on their chosen subject for the master thesis, preparing data collection and literature reviews. Further the students deepen their competence within their specialisation and one chosen elective to tailor their own competence. This semester it will in the future also become possible to study from a partner institution abroad.

The students will in the last semester deepen themselves within one specific theme and research question in their independent work on the master's thesis.

Students are encouraged to spend either the third and/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 and leadership in Christian Social Practice (Oslo Campus)

| Semester | Course | | Course |
|---|---|---|---|
| 4. semester Spring term | **Compulsory Course 30 ECTS** <br><br> MACOMM6000 Master's Thesis | | |
| 3. semester Fall term Alternative 2 | **Studies abroad** | | |
| 3. semester Fall term Alternative 1 | **Field of specialization 10 ECTS** <br><br> MACOMM 5250 Leadership and Inovation in Diaconal Practice | **Compulsory course 10 ECTS** <br><br> MACOMM 5360-O Research Seminar | **Elective courses* 10 ECTS** <br><br> MACOMM 5140 Asset Based CD <br> MACOMM 5130 Diaconal Care in Crisis <br> OR <br> 10 ECTS from another institution/specialization |
| 2. semester Spring term | **Compulsory course 15 ECTS** <br><br> MACOMM5030 Theory of Science, Research Methods, and Research Ethics | **VID profile course 5ECTS** <br><br> MACOMM5020 Worldviews, Values and Relations in Professional Practice | **Field of specialization 10 ECTS** <br><br> MACOMM 5110 Theology of Diakonia and Christian Social Practice |
| 1. semester Fall term | **Compulsory course 10 ECTS** <br><br> MACOMM5010 Community Development | **Compulsory course 10 ECTS** <br><br> MACOMM5050 Organization, Leadership, and Social Innovation | **Compulsory course 10 ECTS** <br><br> MACOMM5040 Globalization and Diversity |

**\*** A pool of elective courses is offered each autumn term. The students can choose any other 10 ECTS course from any of the specializations, or any other approved and relevant 10 ECTS course offered at master level.

## Specialization 2: Values-based Leadership and Social Innovation (Oslo Campus)

| Semester | Course | | Course |
|---|---|---|---|
| 4. semester Spring term | **Compulsory Course 30 ECTS** <br> **MACOMM6000 Master's Thesis** | | |
| 3. semester Fall term Alternative 2 | **Studies abroad** | | |
| 3. semester Fall term Alternative 1 | **Field of specialization 10 ECTS** <br><br> MACOMM 5260 Leading Social Innovation | **Compulsory course 10 ECTS** <br><br> MACOMM 5360-O Research seminar | **Elective courses\* 10 ECTS** <br><br> MACOMM 5240 Human resources and Conflict management <br> OR <br> 10 ECTS from another institution/elective |
| 2. semester Spring term | **Compulsory course 15 ECTS** <br><br> MACOMM5030 Theory of Science, Research Methods, and Research Ethics | **VID profile course 5ECTS** <br> MACOMM5020 Worldviews, Values and Relations in Professional Practice | **Field of specialization 10 ECTS** <br><br> MACOMM5210 Values-based Leadership |
| 1. semester Fall term | **Compulsory course 10 ECTS** <br><br> MACOMM5010 Community Development | **Compulsory course 10 ECTS** <br><br> MACOMM5050 Organization, Leadership, and Social Innovation | **Compulsory course 10 ECTS** <br><br> MACOMM5040 Globalization and Diversity |

\* A pool of elective courses is offered each autumn term. The students can choose any other 10 ECTS course from any of the specializations, or any other approved and relevant 10 ECTS course offered at master level.

## Specialization 3: Migration and Intercultural Relations (Stavanger Campus)

| Semester | Course | | Course |
|---|---|---|---|
| 4. semester Spring term | **Compulsory Course 30 ECTS**<br>MACOMM6000 Master's Thesis | | |
| 3. semester Fall term Alternative 2 | **Studies abroad** | | |
| 3. semester Fall term Alternative 1 | **Field of specialization 10 ECTS**<br><br>MACOMM5330 Migration and Development | **Compulsory course 10 ECTS**<br><br>MACOMM 5360-S Research seminar | **Elective courses\* 10 ECTS**<br><br>MACOMM 5320 Migration and Intercutlural Relations OR<br>10 ECTS from another institution/elective |
| 2. semester Spring term | **Compulsory course 15 ECTS**<br><br>MACOMM5030 Theory of Science, Research Methods, and Research Ethics | **VID profile course 5ECTS**<br>MACOMM5020 Worldviews, Values and Relations in Professional Practice | **Field of specialization 10 ECTS**<br><br>MACOMM 5310 Transnational Religion and Migration |
| 1. semester Fall term | **Compulsory course 10 ECTS**<br><br>MACOMM5010 Community Development | **Compulsory course 10 ECTS**<br><br>MACOMM5050 Organization, Leadership, and Social Innovation | **Compulsory course 10 ECTS**<br><br>MACOMM5040 Globalization and Diversity |

\* A pool of elective courses is offered each autumn term. The students can choose any other 10 ECTS course from any of the specializations, or any other approved and relevant 10 ECTS course offered at master level.

# Course Descriptions
# COMMON COURSES

## FIRST SEMESTER (Fall)

## 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.

**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 (including writing seminar)

**Scope of Self-Study Activities:**
240hours

**Total Workload:** 270 hours

**Prerequisites:** None

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
- Faith-based community development approaches
- 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 critically on the role of power, gender and culture in relation to community development
- can express critical reflections towards approaching communities in an academically written form
- can reflect on participatory community development practices
- 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
- can write an academic text using existing research, individual reflection, applying theories to real life cases, and citing of references

## Work and Teaching Methods
- lectures
- digital lectures
- group work
- discussion
- text seminar for academic writing

## Compulsory Activities
- Group Assignment Poster
- Written assignment 1500 words +/- 10%
- Participation in writing seminar
- A minimum of 60% attendance in class

The compulsory activities must be approved before the exam.

## Assessment

| Form of Assessment | Duration | Grade |
|---|---|---|
| Home exam | 5 days | A-F |

**Additional Information about Assessement:**
The Home exam is a written assignment of 2500 words (+/- 10 %)

Group Assignment: The students are divided into groups and work on a proposal related to community development projects. The assignment is based on broad and specific mapping of a local community.

The project is presented as a poster at the end of the course. Approval is based on active participation in the group work and presentation in the class.

Written assignment: The individually written assignment is made to show the students ability to reflect upon their own position in the field. While the assignment focuses on personal critical reflection, a specific attention is given to the training of academic writing. The students must show capability of meeting the minimum standard of academic writing, correct citation and handling of literature sources. The assignment will be used in the first writing seminar for receiving feedbacks and comments from co-students. The assignment must finally be approved by teacher.

Writing seminar: 7 hours during first semester students will receive lessons in anti-plagiarism, literature search and guidelines for academic writing at VID. They will work on assignments to excercise their own writing skills and assess academic writing in each others texts.

# 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 changes requires capacity for adaption and initiating creative solutions. 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 his/her role in facilitating innovation processes. Special attention is given to the inter-organizational and culturally diverse contexts of organization and leadership.

**Course Code: MACOMM 5050**

**Number of ECTS: 10**

**Available as Single Course:** No

**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

**Scope of Tuition:**
20 hours

**Scope of other Learning Activities:**
10 hours (including writing seminar)

**Scope of Self-Study Activities:**
240 hours

**Total Workload:**
270 hours

**Prerequisites:** None

Main subjects
- An overview of leadership perspectives and theories
- Understanding organizations as rational, natural and open systems
- Values in organization and leadership
- Organizing for sustainable development
- Leadership in civil society organization
- Organizing and managing for social change and innovation
- Cross cultural management
- Critical perspectives on leadership and power
- Leadership development

## 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, leadership and social innovation
- 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, leadership and social innovation

**Skills**

The student

- can analyze the structure and operation of organizations in order to contribute to facilitate social innovation processes
- can apply acquired knowledge on own leadership practice
- can assess the role of context and of internal and external stakeholders for organization, leadership and social innovation
- can effectively present a social innovation idea to relevant stakeholders, and initiate the process of implementing it through leadership and organization

**General Competence**

The student

- has acquired an advanced understanding of organizations, leadership and social innovation processes
- has developed a critical reflection on the role of power, gender and culture in relation to organizing, leadership and social innovation
- can apply theoretical knowledge to facilitate organizing around development challenges
- can write an academic text using existing research, individual reflection, applying theories to real life cases, and citing of references

## Work and Teaching Methods

- Digital lectures
- Lectures on campus
- Case studies
- Group project
- Reading groups

## Compulsory Activities

- Group assignment presentation
- Written group assignment 2500 word +/- 10%
- A minimum of 60% attendance in class

The compulsory activities must be approved before the exam.

## Assessment

| Form of Assessment | Duration | Grade |
|---|---|---|
| School exam | 5 hours | A-F |

**Additional Information about Assessement**:

Group Assignment: The group assignment is to develop a social innovation idea. The group project should involve application of theories on leadership, organization and social innovation introduced in the course.

The group presents the project to the class and receives feedback on their project

Written group assignment: The group submits a written report on the project incorporating response to the feedback on the presentation from teacher and class

Participation in writing seminar is part of the classes in this course.

# Globalization and Diversity

## Course Content

Current challenges such as inequality, poverty, climate change or migration are both global and local. Yet the relations between global and local conditions are complex. This course aims to give students nuanced understandings of these complexities, introducing students to various theoretical frameworks of and debates about globalization and diversity.

The course gives students conceptual tools that they can use to analyze different aspects of globalization, its political and economic organizations, the possibilities created and the socio-environmental challenges that have arisen. It introduces students to differentiated experiences of global processes and to the emergence of proposals and initiatives aiming to achieve social transformation. The course puts emphasis on diversity in terms of ethnicity, cultural and religious background, gender, class, life and professional experiences.

Main Subjects:
- Global trends and global problems. Theoretical frameworks for the analysis of different phenomena of globalization.
- Diversity as a challenge and opportunity. Theoretical and empirical approaches to diversity and social change.

## Learning Outcome

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

**Knowledge:**
The Student
- has thorough knowledge of a variety of theories which explain current organization of globalization processes and how local surroundings respond to challenges of globalization
- can apply this theoretical knowledge to related academic fields such as cultural, organizational, and innovation studies

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**Course Code: MACOMM5040**

**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 (including writing seminars)

**Scope of Self-Study Activities:**
240 hours

**Total Workload:**
270 hours

**Prerequisites:** None

- is aware of multilevel and complex nature of social problems and can use theoretical knowledge of complexity to analyze and draw conclusions regarding intercultural communication and development interventions
- has advanced knowledge of intersectionality and complexity in a globalized world

**Skills:**

The Student

- can use theoretical knowledge to analyze, assess and frame intercultural communication in global contexts
- can make use of existing theories related to globalization and social change and apply them on practical situations formulated as real or invented case studies.
- can recognize consequences and challenges of global change and technical development, and prepare proposals that can be relevant to develop and implement 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 written assignment or a popular texts.

**General Competence:**

The Student

- has acquired an advanced understanding of globalization processes and the significance of diversity in society
- has developed a critical reflection on the role of power, gender and culture in relation to globalization and diversity.
- 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), and diversity.

## Work and Teaching Methods

- Lectures
- Digital lessons and "flipped classroom
- Group work
- Discussions
- Reading groups
- Written assignment
- Student led seminars

## Compulsory Activities

- Individually written assignment 2000 words +/- 10%
- A minimum of 60% attendance in class

## Assessment

| Form of Assessment | Duration | Grade |
|---|---|---|
| Oral exam | 30 min | A-F |

**Additional Information about Assessement**:

The individually written assignment is done to work on the course curriculum, with a specific attention to the training of academic writing. The students must show capability of meeting the minimum standard of academic writing, correct citation and handling litterature. The assignment is used in the writing seminar for receiving feedbacks and comments from co-students. The assignment must be approved by a teacher.

Participation in writing seminar is part of the classes in this course

# SECOND SEMESTER

## 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 aims to increase 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.

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|---|
| **Course Code: 5030** |
| **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 |
| **Profressional 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 |

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

# Learning Outcome

Completing the course will give the candidates will 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 candidate's own field of study
- can evaluate and disseminate possibilites 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 a written assignment 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

| Form of Assessment | Duration | Grade |
|---|---|---|
| Home Exam | 3 weeks | A-F |

**Additional Information about Assessement:**

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

The work requirements described in first bulletpoint under compulsory activites are specified as; (1) a written assignment on a theory of science problem (1500 word +/- 10 %).(2) A written assignment in research methods, formed as a master thesis project description (2500 word +/- 10%) and (3) one digital multiple choice test.

# 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

| |
|---|
| **Course Code: MACOMM5020** |
| **Number of ECTS: 5** |
| **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 |
| **Professional Training:** No |
| **Scope of Tuition:** 10 hours |
| **Scope of other Learning Activities:** 5 hours |
| **Scope of Self-Study Activities:** 120 hours |
| **Total Workload:** 135 hours |
| **Prerequisites:** None |

## Learning Outcome

Completing the course will give the students the 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 recipient's 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**

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

## Compulsory Activities

- A minimum of 60% attendance in class

## Assessment

| Form of Assessment | Duration | Grade |
|---|---|---|
| Home exam | One Semester | Passed/Not passed |

**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 a written assignment 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.

# THIRD SEMESTER

## Research Seminar

### Course Content

This course is preparing the student for the master thesis work. In the course, the students are guided through the collection of literature and data for the master thesis. The student is expected to work independently and collect data through empirical studies or text studies.

**Empirical data collection:**

Students can choose to do an empirical data collection for their master thesis. The collection of data, in Norway or abroad, is related to the chosen theme of the thesis. Empirical data collection relies on a broad knowledge on research on the theme contrived through literature review. The student is responsible for the practical organization of the work and of NSD application if needed.

**Literature analysis:**

Students can choose to do text studies through collection and analysis of literature and documents related to the chosen theme of the thesis. The student is responsible for the literature analysis, and to develop a reading list of 500 pages approved by the appointed supervisor. This is literature that concerns the chosen topic for the master thesis, and comes in addition to the 300 pages on relevant method literature for the master thesis that has to be approved by the course responsible at the end of the semester

**Main subjects:**

- Literature review
- Research seminars, including theoretical and methodological approaches
- Fieldwork preparations in dialogue with thesis supervisor
- Theoretical reflections concerning own experiences during fieldwork
- Theoretical reflections concerning the research question
- Processing project description
- Literature analysis

**Course Code:**

**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:** Stavanger and Oslo

**Semester:** Autumn

**Compulsory Attendance:** Yes

**Professional Training:** No

**Scope of Tuition:**
10 hours

**Scope of other Learning Activities:**
20 hours

**Scope of Self-Study Activities:**
240 hours

**Total Workload:** 270 hours

**Prerequisites:** none

## Learning Outcome

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

**Knowledge:**

The Student
- has an advanced understanding for the collection and recording of data and/or for literature and document research
- has advanced knowledge of theoretical perspectives relevant for the master thesis
- has an advanced knowledge of key issues related to a chosen research method, and understand the practical implications of this method
- has acquired deep understanding of how to apply qualitative and/or quantitative research methodology in order to be able to write a master thesis

**Skills:**

The Student

- can carry out an academic literature review
- has a thorough understanding of how to combine different theoretical approaches in an independent research project
- has achieved practical competence in qualitative and/or quantitative research methods and tools and/or in literature and document research
- For text studies: has achieved experience in carrying out an independent theoretical data collection and analysis related to a selected topic
- For empirical studies: has the ability to carry out data collection related to a selected topic

**General Competence:**

The Student

- can execute academic data collection for research projects
- has advanced knowledge on ethical norms and guidelines in qualitative and/or quantitative research practice
- has advanced knowledge related to choosing a relevant theoretical approach towards writing a master thesis

## Work and Teaching Methods
- Teaching on relevant issues relating to research design and data collection
- Research seminars, each with submitted assignments
- Individual supervision
- Individual empirical field work or text studies

## Compulsory Activities

- 2 written assignments 700 words +/- 10%
- Signing supervisor contract
- Submission of reading list of 500 pages
- Approved notification to NSD

- A minimum of 60% attendance in class

The compulsory activities must be approved before the final assessment.

## Assessment

| Form of Assessment | Duration | Grade |
|---|---|---|
| Home exam | End of semester | Pass/Fail |

**Additional information:**
The Home exam consists of a written assignment of 2000 words +/- 10 %

For empirical studies please note: The project has to be notified to NSD.no

About the supervisor contract: signed contract is kept with supervisor

The two written assignments are sent in advance of the two research seminars.

# FOURTH SEMESTER

## Master's Thesis

### Course Content

Through the work on the master's thesis, students get the opportunity to immerse themselves in a topic of their choice within the program's subject area. The master's thesis in Community Development and Social Inovation is an independent research project where the problem is chosen within the overall subject area of the master's program. Through the independent research project, students show the ability to reflect and apply theoretical perspectives and scientific methods. The master thesis should be located within the specialization chosen by the student.

As a part of the master thesis writing process there will be master thesis writing seminars. Participation at one seminar with presentation and commenting is required. Each student presents written work on their thesis and provides feedback on fellow students' written work.

Students are entitled to up to 11 hours of supervision with a supervisor appointed by the college.

**Main themes:**

• Theoretical perspectives and research status
• Method and research ethics
• Data collection and analysis of results
• Discussion of results in the light of theory
• The consistency of the master's thesis
   • Exercise in giving and receiving feedback in guidance groups

| |
|---|
| **Course Code: MACOMM6000** |
| **Number of ECTS: 30** |
| **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 |
| **Profressional Training:** No |
| **Scope of Tuition:** 5 hours |
| **Scope of other Learning Activities:** 8 hours |
| **Scope of Self-Study Activities:** 255 hours |
| **Total Workload:** 270 hours |
| **Prerequisites:** None |

### Learning Outcome

Completing the course will give students the 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
- has 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

**General Competence:**

The Student

- has an advanced understanding of how research work is executed
- 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

## Compulsory activites

- A minimum of 60% attendance in class

## Assessment

| Form of Assessment | Duration | Grade |
|---|---|---|
| Thesis | One Semester | A-F |

**Additional Information about Assessement:**

The length of the thesis should be 24.000 +/- 10% words

# Specialization 1: Diakonia and Leadership in Christian Social Practice

## Theology of Diakonia and Christian Social Practice

### Course Content

The course will present the study of diakonia as an academic discipline 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 history, and how diakonia can be understood as a part of the church' missionstudent in a global and ecumenical context. Theological theory will be linked to reflections on diaconal theory and practice.

Main subjects:

- Diakonia and Christian faith and doctrine
- Diakonia in the Bible and in Church history
- Diakonia and Christian anthropology
- Gender perspectives in diakonia
- Ecumenical diakonia
- The diaconal church and diaconal ministry
- Interreligious dialogue and diapraxis

**Course Code: MACOMM5110**

**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:** 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

### Learning Outcome

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

**Knowledge:**

The Student

- is familiar with different concepts of diakonia and the study of diakonia as an academic discipline
- has acquired formal knowledge of central biblical, historical and doctrinal issues within Christian theology as basis for the understanding of diakonia as christian social practice
- has gained advanced knowledge on diakonia in an ecumenical and international perspective

**Skills:**

The Student

- can consider the relevance of biblical texts and themes for diaconal theory and practice
- can apply acquired knowledge on the theological basis of diakonia in different contexts
- can reflect critically about the role of faith-based actors in community development

**General Competence:**

The Student

- has developed a critical reflection on the ambiguous role of churches and faith communities 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
- Online activities
- Group work
- Discussion
- Presentation of individual projects

## Compulsory Activities

- One written assignment of 1500 words +/- 10%
- A minimum of 60% attendance in class

The compulsory activities must be approved before the exam.

## Assessment

| Form of Assessment | Duration | Grade |
|---|---|---|
| Home exam | 3 days | A-F |

**Additional Information about Assessement:**

The Home exam is a written assignment of 2500 words (+/- 10 %).

# Leadership and innovation in diaconal 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. This course belongs to the specialization in Diakonia and leadership in Christian Social Practice, and relates especially to innovation and leadership in different diaconal contexts. The course deepens the knowledge about diaconal values and leadership connected to diaconal work in faith-based institutions and church congregations. There will be a special focus on theories about servant leadership, relational leadership etc.

Employing a variety of teaching methods and binding together theory and practice, the students will learn about different perspectives on leadership, cooperation, empowerment and the creation of inclusive, just and convivial community life. The students will become acquainted with different research areas in the fields of diakonia and leadership that creates room for change, innovation, and increased awareness about power structures. The course will also give the students a focus on diakonia's complexity and contextuality in local communities and congregations.

Main Subjects:

- Historical and theological perspectives on diakonia from a social innovation angle
- Understanding and applying the method of see- judge-act as a tool for social innovation in local communities
- Diaconal values in church and society
- Cooperation and inclusive practices; inclusive communities; Ubuntu in relation to the UN sustainable development goals
- Diaconal leadership in a pluralistic society
- The spiral of hope in times of suffering in the perspectives of innovation and leadership

**Course Code:** MACOMM

**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:** 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

## 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 within the field of the caring ministry of the church
- has in-depth knowledge of the articulation, maintenance and change of values in different diaconal contexts
- has insight in how to lead and innovate the core services of diaconal organizations and congregations

**Skills:**

The Student

- can apply and combine traditional and new diaconal methods
- can identify and apply diaconal values in practice
- can develop and lead cooperation projects in the field of diakonia
- can analyze the challenges facing leaders in faith-based institutions

**General Competence:**

The Student

- has competence to transform the knowledge about diaconal leadership theory to performative practice
- has competence in meeting people at the margins and working with them to create inclusive communities
- can use diaconal leadership theory and practice in a critical-constructive way for social innovation and change

## Work and Teaching Methods

- Lectures
- Seminars
- Field trips
- Group work
- Interviews

## Compulsory Activities

- Written Assignment 1000 words +/- 10%:
- Group work
- A minimum of 60% attendance in class

The compulsory activities must be approved before the exam.

## Assessment

| Form of Assessment | Duration | Grade |
|---|---|---|
| Home exam | 3 days | A-F |

**Additional Information about Assessement:**
The Home exam is a written assignment of 2500 words (+/- 10 %).

The written assignment is a value study of a diaconal organization. Group work is outlined as a presentation from fieldtrips in the class

# Specialization 2: Values-based Leadership and Social Innovation

## Values-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 churches, faith-based and other civil society organizations.

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

- Values and identity and legitimacy

- Gender and management/leadership

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**Course Code: MACOMM 5210**

**Number of ECTS: 10**

**Available as Single Course:** Yes

**Type of Course:** Semi Compulsory

**Cycle:** Second Cycle

**Year of Study**

**Full Time:** Not Relevant

**Part Time:** Not Relevant

**Language of Instruction:** English

**Campus:** Oslo

**Semester:** Spring

**Compulsory Attendance:** Yes

**Profressional 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

## Learning Outcome

Completing the course will give the students the 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 of managing/leading in the particular context of their organization (public, private, civil society, faith-based)

- has advanced insight into how core services of organizations are led, adapted and innovated

**Skills:**

The student

- can analyze and reflect on the relations between organizing, values and leadership

- can apply central theories of management and leadership in a values-conscious practice

- can develop cooperation and collaboration between groups of stakeholders in and around the organization

- Can analyze the challenges confronting 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 can transform such knowledge to performative practice.

## Work and Teaching Methods

- Lectures, both on campus and digital
- Group-work and work-shops
- Individual work during the semester

## Compulsory Activities

- Written assignment of 500 words +/- 10%
- A minimum of 60% attendance in class

## Assessment

| Form of Assessment | Duration | Grade |
|---|---|---|
| Home exam | 5 days | A-F |

**Additional Information about Assessement:**

Home exam is an individually written assignment of 2500 word +/- 10%. The written Assignment is based on a value study.

# Leading 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 analyse 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 as institutional and organizational change, introducing theoretical frameworks linking individuals, organizations and institutions
- Social innovation as a cross sectoral phenomenon moving between state, market and civil society
- Changing governance models in public administration, innovating within public goods and services provision
- Leadership and social Innovation
- Managing social innovation projects: design, implementation and evaluation

**Course Code:**

**Number of ECTS:**

**Available as Single Course:** Yes

**Type of Course:** Compulsory

**Cycle:** Second Cycle

**Year of Study**

**Full Time:** Year 2

**Part Time:** Year 2

**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:**

## Learning Outcome

Completing the course will give the students the 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
- Written Assignment 2000 words +/- 10%
- Peer review of assignments
- A minimum of 60% attendance in class

The compulsory activities must be approved before the exam.

## Assessment

| Form of Assessment | Duration | Grade |
|---|---|---|
| Individual written assignment (50/100) | One semester | A-F |

| Case report with theoretical reflections (50/100) | | |
|---|---|---|

**Additional Information about Assessement:**

The exam is an individually written assignment of 2300 words +/- 10 %

The exam is a combination of an individual writing assignment and a case report. In the individual written assignment 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%, references excluded). Analysis will be subject for group discussion on the last course meeting. Further on and based on group discussions, students should refine case description and develop a theoretical reflection on the given social innovation initiative. upon authors consent the best exams are turned into teaching cases accessible on the open access basis.

# 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 course focuses on the role of migrant religious communitiesand also pays attention to the interactions between them and the host societies (in particular in Norway) . 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? How are identities changing in these processes? Who is a Norwegian? What impact do migrants have on established Norwegian religious communities, especially on the Norwegian Lutheran Church? The course also focuses on the development of national and transnational networks in and between migrant communities.

Main Subjects:

- Theoretical approches 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
- Interreligious Relations
- Transnational, transcultural and translocal approches in religious studies
- Religion as resource for intercultural understanding and coexistence

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|---|
| **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 |

### 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

**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 etical conventions

**General Competence:**

The Student

- can analyze relevant professional and research ethical questions related studies of minority 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

- Group assignment
- A minimum of 60% attendance in class

The compulsory activities must be approved before the exam.

## Assessment

| Form of Assessment | Duration | Grade |
|---|---|---|
| Home exam | 5 days | A-F |

**Additional Information about Assessement:**

The Home exam is an individually written assignment of 4000 words (+/- 10 %).

Group Assignment: Conducting field visits to migrant religious organisations and (secular) live stance communities. Presenting the results from the exposure in class.

## Migration and Development (Migration)

### 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 formal migrant organizations. 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 the UN Sustainable Development Goals, especially 4, 5 and 8

**Course Code: MACOMM5330**

**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

### Learning Outcome

Completing the course will help the students reach 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 specialists as well as non-specialists about issues related to the migration-development nexus

## Work and Teaching Methods
- Lectures
- Seminars
- Group work

## Compulsory Activities
- Group assignment
- A minimum of 60% attendance in class

The compulsory activities must be approved before the exam.

## Assessment

| Form of Assessment | Duration | Grade |
|---|---|---|
| Home exam | One Semester | A-F |

**Additional Information about Assessement:**

The home exam is an individually written assignment of 4000 words (+/- 10%). The text consists of a proposal on a development project related to migrants. It will be written individually, based on the group work throughout the semester.

Group assignment: Analysing existing development projects related to migrants in a particular context. Making a critical evaluation of a specific development project according to the criteria provided to them.

# Electives for all specializations:

## Human resources and conflict management (Campus-Based Oslo)

### Course Content

Attracting and developing human resources is key for achieving goals, whether it is within 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 the work environment. It focuses on communication and conflict management in facilitating cooperation, development and change in organizations and communities.

The course gives the participants an introduction to central topics within human resource management, like people resourcing, competence development and organizing. The course has a particular emphasis on managing cooperation and conflict across cultures. Diversity, equality and ethical reflection are crosscutting themes in the course.

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

- Perspectives on human resource management (HRM) in organizations
- People resourcing: Recruitment and selection
- Competence development and motivation
- Organizing, relations and communication in the intra and inter organizational environment
- Equality and diversity management in organizations
- Managing conflicts in a multicultural context
- The psychosocial work environment: Bullying and harassment
- Working with volunteers
- Ethical dilemmas in leadership

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| **Course Code: MACOMM 5240** |
| **Number of ECTS: 10** |
| **Available as Single Course:** Yes |
| **Type of Course:** Elective |
| **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 |

### Learning Outcome

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

**Knowledge**

The student

- can identify and analyze main perspectives and traditions within human resource management
- has a comprehensive understanding of different types of conflicts, as well as different methods for preventing, handling, and resolving conflict in interpersonal and organizational contexts
- has advanced knowledge of the challenges and opportunities for cultural diversity and inclusion in the workplace

**Skills**

The student

- can develop a strategy for recruiting and developing human resources in work organizations and voluntary organizations
- can apply theoretical models and perspectives to analyze, manage, and prevent conflicts in the multicultural workplace and in collaboration with other stakeholders
- can anticipate and handle relevant ethical dilemmas that leaders meet in their everyday HRM practice in work organizations or community-based organizations

**General Competence**

The student

- can analyze and discuss theoretical perspectives and methods in HRM research
- has an in-depth understanding of the relationship between the organization's strategy, values and personnel management
- can 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

- Digital lectures
- Lectures on campus
- Work on cases in groups
- Field visit

## Compulsory Activities

- Group assignment
- A minimum of 60% attendance in class

The compulsory activities must be completed before taking the exam.

## Assessment

| Form of Assessment | Duration | Grade |
|---|---|---|
| Home exam | 5 days | A-F |

**Additional Information about Assessment:**

The Home exam is an individually written assignment of 2500 words (+/- 10 %).

# Diaconal Care in times of Crisis (Campus-based Oslo)

## Course Content
The course introduces diaconal care in the face of crises. Drawing on literature from the discipline of pastoral care and counseling, the course will highlight the role of the church when experiencing crisis 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 diaconal crisis counselors—in collaboration with other actors—can promote mental health and wellbeing (UN sustainability goal 3).

Main Subjects:

- Crisis care as diaconal local community practice
- Intercultural care and counselling
- Diaconal care and counselling in the face of death and grief
- Diaconal care and counselling in the face of violence and abuse
- Experiences of guilt and shame
- Conflicts, reconciliation, and forgiveness
- Community crises 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 counselling

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| **Course Code:** |
| **Number of ECTS: 10** |
| **Available as Single Course:** Yes |
| **Type of Course:** Elective |
| **Cycle:** Second Cycle |
| **Year of Study** |
| **Full Time:** Year 2 **Language of Instruction:** English |
| **Campus:** Oslo |
| **Semester:** Autumn |
| **Compulsory Attendance:** Yes |
| **Professional Training:** No |
| **Scope of Tuition:** 30 hours |
| **Scope of other Learning Activities:** 0 hours |
| **Scope of Self-Study Activities:** 240 hours |
| **Total Workload:** 270 hours |
| **Prerequisites:** none |

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

### Knowledge:
The Student
- has acquired advanced knowledge of crisiscare and counselling with emphasis on diaconal community practice, and on intercultural care and counselling
- has knowledge of some life- and crisis situations.
- has gained insight into different approaches to diaconal care and counselling related to existential themes.

**Skills:**

The Student

- has acquired listening and responding skills needed to provide diaconal care and counselling.
- can analyse and discuss cases from real life situations in light of an interdisciplinary approach to diaconal care and counselling.
- can design an emergency plan related to selected crisis situations – focusing on the role of the church in cooperation with other actors in the local community.

**General Competence:**

The Student

- can show respect, empathy, and ethical conduct in encountering people in crisis counseling.
- can reflect critically on themes, theories, problems, and methods within the discipline.

## Work and Teaching Methods

- lectures at campus
- video lectures
- discussions
- role play with video taping
- group work with supervision

## Compulsory Activities

- A minimum of 60% attendance in class
- Two written assignmens each 700 words +/-10%

The compulsory activities must be approved to qualify for taking the final exam.

## Assessment

| Form of Assessment | Duration | Grade |
|---|---|---|
| Home exam | 1 semester | A-F |

**Additional Information about Assessement:**

The exam consists of an individually written case verbatim, and a practical, methodical, and theoretical reflections of 4000 words), +/- 10%. 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, and form the basis for the submitted exam text.

## Other

Digital platforms will play a major role in the learning process and in the communication between students and teachers.

## Migration and Intercultural Relations (Campus-Based Stavanger)

### 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.

**Course Code: MACOMM5320**
**Number of ECTS: 10**
**Available as Single Course:** Yes
**Type of Course:** Elective
**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
**Profressional 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

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

### 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 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 powerrelations, stereotypes and prejudices.
- has thorough knowledge of examples of multicultural contexts and relevant challenges of communication and isssues retated to climate change

**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 written assignments 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 assignment 2000 words +/- 10%
- Presentation,
- Participation in group work
- Compulsory presence in class, with a minimum of 60% attendance

The compulsory activities must be approved before the exam.

**Assessment**

| Form of Assessment | Duration | Grade |
|---|---|---|
| Oral exam | 30 minutes | A-F |

**Additional Information about Assessement:**

The students will be given a case-based assignment two days prior to the oral examination. The written assignment is related to theories of diversity and intercultura

Communication. The presentation is done either orally in class or as a digital story, individually or in groups

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

### Course Content

The course will focus on asset-based, diaconal community development (CD) as a participatory 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 and congregational *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).

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| **Course Code: MACOMM5140** |
| **Number of ECTS: 10** |
| **Available as Single Course:** Yes |
| **Type of Course:** Elective |
| **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 |
| **Profressional 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 |

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, and gender mainstreaming.

Main subjects:

- Asset-based community development- theories and practices
- Ecumenical diakonia- the role of local faith communities and faith-based actors in community development
- Methods of asset-mapping and mobilization
- Asset-based community development and the sustainable development goals
- Gender-mainstreaming in community development

- Local power relations and challenges in leadership structures
- Ecumenical diakonia, "Mission from the margins", and post-colonialism
- Empowerment theories and methodologies in asset-based community development

## Learning Outcome

Completing the course will give the students thefollowing 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
- has advanced knowledge about 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 analysing the role of faith- and life stands 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
- 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 community development
- is able to write academic written assignments and popular texts where asset-based community development projects are described according to the theoretical and methodological standards required by the course
- can analyse 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
- can contribute to new thinking and innovation processes

## Work and Teaching Methods

- Lectures
- Seminars
- Digital learning activities/flipped class-room
- Group work with case studies

## Compulsory Activities

- Presentation
- Participation in group work
- Compulsory presence in class, with a minimum of 60% attendance

The compulsory activities must be approved before the exam.

## Assessment

| Form of Assessment | Duration | Grade |
|---|---|---|
| Home exam | 5 days | A-F |

**Additional Information about Assessement:**

The Home exam is an individually written assignment of 2500 words (+/- 10 %), and is related to theories of asset-based community development.

The presentation is done either in class or through digital story, individually or in groups on a concrete asset-based community development project

# Religion, Poverty and Development (Digital)

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| **Course Code:** EMD 296 |
| **Number of ECTS:** 10 |
| **Available as Single Course:** Yes |
| **Type of Course:** Elective |
| **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 |
| **Length of Professional Training:** N.a. |
| **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 |

## Course Content

This course presents students with advanced knowledge of the subject field of religion and development (RaD). The field of RaD will be related to the field of poverty research to integrate the notion of poverty as the third, interrelated element of the conceptual nexus.

The course is structured into four broad themes. In the first part, students are exposed to current foundational issues and debates in the academic discourse on RaD. In the second part, a selection of literature is studied that offers separate, deeper theoretical understandings of the three concepts in focus (religion, poverty and development). In the third part, through an intentional deepening of the conceptual exploration of poverty, the focus more pertinently shifts towards making the theoretical connection between the contemporary global realities of wealth and income inequality and the effects of poverty on these realities. In the fourth part, the threads between the threefold conceptual focus are brought together more pointedly. Seven topical foci are touched upon that deal more closely with the intersections between religious faith and economic activity, faith-based organizations and development, women (gender), religion and development, religion and the sustainable development goals (SDGs), and Christian social practice and human dignity.

This course will be of important value to students in the field of Diakonia and Christian Social Practice seeking to broaden their theoretical base and prepare for their master theses.

Main Subjects:
- Foundational issues and debates in the field of religion and development.
- Poverty as a focus in religion and development.
- Conceptual understandings of religion, poverty and development.
- Social development and the capabilities approach to development.
- Wealth, income inequality and the consequences of poverty.
- Religious affiliation, beliefs and economic activity / poverty alleviation.
- Faith-Based Organizations (FBOs) as catalysts or impediments in development.
- Women, gender, religion and development.
- Religion and the Sustainable Development Goals (SDGs).
- Christian social practice, poverty and human dignity.

## 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 the combined academic fields of Religion and Development (RaD) and Poverty Research and specialized insight in the interconnections between the threefold conceptual focushas thorough knowledge of the scholarly theories and methods in the combined fields of RaD and Poverty Research
- can apply knowledge to new areas within the academic fields of RaD and Poverty Research
- can analyze academic problems based on the history, traditions, distinctive character and place in society of the academic subject fields –

**Skills**

The student
- can analyze and deal critically with various sources of information on religion, development and poverty and use them to structure and formulate scholarly arguments
- can analyze existing theories, methods and interpretations in the fields and work independently on practical and theoretical problems
- can use relevant methods for research and scholarly development work in an independent manner in the academic fields of RaD and Poverty Research
- can carry out an independent, limited research or development project under supervision and in accordance with applicable norms for research ethics

**General competence**

The student
- can analyze relevant academic, professional and research ethical problemscan apply his/her knowledge and skills in the subject fields in order to carry out advanced assignments and projects
- can communicate extensive independent work and master language and terminology of the academic fields
- can communicate about academic issues, analyses and conclusions in the fields, both with specialists and the general publiccan contribute to new thinking and innovation processes

## Work and Teaching Methods
- Lectures
- Group work
- Panel discussion

## Compulsory Activities

- A minimum of 60% attendance
- Written assignment 2000 words +/- 10%

## Assessment

| Form of Assessment | Duration | Grade |
|---|---|---|
| Home exam | One Semester | A-F |

**Additional Information about Assessement:**

The Home exam consists of an individually written assignment of 2500 words +/- 10 %. The students will prepare a draft as assignment before they submit the final exam on a topic agreed with the lecturers. The lecturers will comment on the draft before final submission.

The written assignment will be related to religion, development and poverty research