

Workshop 1: Orientation

7 ECTS

Purpose of course

The course aims to help students to clarify professional and career goals through becoming familiar with education development areas and the complex tasks in programme/strategy/institution development, the functions and main circle of actors in education, and partnership in education.

The course is designed to support students in preparing to analyse available external data and the documentation of education institutions, and to evaluate the results. It aims to help students in obtaining skills to find, collect and read literature on education in English, while also providing the students with basic knowledge about group work, group leading, and a systemic thinking approach. Students have the opportunity to learn about the most important components of project-based work in order to successfully plan their complex practice at a later phase. All of these will help students effectively support the work of various educational groups and organizations in the future.

Required reading

- Arcimaviciene, L. (2015). EU Universities' Mission Statements: What Is Popularized by Metaphors. *SAGE Open*, 5(2), 2158244015584378.
- Braun Virginia (2013) *Successful qualitative research: a practical guide for beginners*. Los Angeles: Sage, 2013
- Selwy, Neil. (2015). Data entry: towards the critical study of digital data and education. *Learning, Media and Technology*: Vol. 40, No. 1, pp. 64-82.
- Stemler, S. E., Bebell, D., & Sonnabend, L. A. (2011). Using school mission statements for reflection and research. *Educational Administration Quarterly*, 47(2), 383-420.
- Wheelan, Susan A (2010) *Creating Effective Teams : A Guide for Members and Leaders*. London : SAGE Publications

Knowledge

- Has knowledge of the latest results of research in education science and its neighbouring fields as well as of the relevant pedagogical innovations, is able to analyse and interpret them critically.
- Has knowledge of the structure- and content-related requirements of the legal and professional documents defining his/her agency.
- Is informed of the competences related to his/her profession.

Attitude:

- Has a professionally established critical approach and is committed to professional analysis based on values and knowledge.
- Skills:
- Is able to evaluate and assess documents defining his/her profession.
- Is able to make choices of relevant viewpoints while gathering information about the field of education science and its neighbouring disciplines using

national and international databases, is able to use and apply this information to his/her work independently.

- Applies multicultural and intercultural viewpoints in analysis, and utilizes them proactively in work.
- Is able to plan and carry out smaller investigations in a group, is able to use methods of document analysis accurately.
- Is able to prepare professional materials according to independently chosen aspects, to present and analyse research results with objectivity, to write shorter professional texts independently.

Autonomy-responsibility:

- Takes the proactive role in making phenomena understood and encouraging responsible thinking, applies a scientific-professional viewpoint to his/her decisions and actions.
- Makes individual decisions based on professional opinions.