

Western Norway Graduate School of Educational Research II (**WNGER II**)

WNGERII913B: Educational Leadership in the Face of Global Threats

2 ECTS

Category	Content
Course code	Ph.D. level - WNGERII913B
Course title	Educational Leadership in the Face of Global Threats
ECTS Credits	2 ECTS credit points for course participation (80% attendance) and submission of a paper (2,500 word +/- 10%)
Level of Study	Ph.D.
Full-time/Part-time	Part-time
Language of Instruction	English
Semester	Spring/Fall Semester
Place of Instruction	NLA University College, Bergen
Objectives and Content	<p><i>Main learning objectives</i></p> <p>The main goal of the course is to familiarise Ph.D. students with theories and principles of educational leadership, so as to enable them to critically reflect on the role of educational leaders in times of global crises and existential threats.</p> <p>More specifically, the course elaborates on different approaches to educational leadership (e.g., value-based, inclusive, situational), and applies those to the challenges arising from global threats to humankind, such as climate change, decline in biodiversity, infectious diseases, and growing inequality. Importantly, the course links up with fundamental questions of educational leadership, with a particular focus on values and morality.</p> <p><i>Key content</i></p> <ul style="list-style-type: none"> • Theories of Educational Leadership; • Global Existential Threats, and their implications for educational leadership; • Inclusive and moral leadership as explicit aims in the face of global threats.

<p>Learning outcomes</p>	<p>By completing the course, the Ph.D. students will have met the following learning objectives, which are here categorised as knowledge, skills, and general competence:</p> <p>Knowledge: Upon completing the course, the student...</p> <ul style="list-style-type: none"> • possesses knowledge of key theories and principles of educational leadership; • can expound on a range of global existential threats to humankind; • understands the relevance of particular leadership approaches when operating in societal contexts dominated by crisis; • is familiar with current research in the field of educational leadership in times of crisis with particular emphasis on inclusive and moral approaches to leadership. <p>Skills: Upon completing the course, the student...</p> <ul style="list-style-type: none"> • can evaluate which leadership approaches are applicable in meeting global threats to humankind, including climate change, decreasing biodiversity, and growing inequality; • is able to argue for the significance of inclusive and moral approaches to leadership, particularly as it relates to mitigating the impact of global existential threats; • can process and analyse relevant literature as it relates to a focus area of their choice; • demonstrates the ability to form a coherent and theoretically grounded argument on the challenges and opportunities for educational leaders in the face of global threats to humankind. <p>General competence: Upon completing the course, the student...</p> <ul style="list-style-type: none"> • masters relevant terminology within the field of educational leadership; • is able to formulate research statements and -questions based in the field of educational leadership; • is able to communicate the significance of inclusive and moral approaches in the field of educational leadership.
<p>Required Previous Knowledge</p>	<p>Master's degree within disciplines relevant to educational leadership, educational research, inclusive education, and/or global education</p>
<p>Recommended previous Knowledge</p>	<p>Should possess knowledge of Educational Leadership from Bachelor- and Masters level</p>
<p>Credit Reduction due to Course Overlap</p>	<p>None</p>
<p>Is the course reserved for students enrolled in particular programmes?</p>	<p>No. The course is open to all students at Ph.D.level</p>
<p>Teaching and Learning Methods</p>	<p>Teaching will be organised as one full day (09:00-16:00) of lectures and case-based workshops</p>
<p>Compulsory Assignments and Attendance</p>	<p>Reading of required literature prior to lectures; 80% Attendance on the course day; Submitting a written paper (2,500 words, +/- 10%)</p>
<p>Assessment Forms</p>	<p>80% attendance; Written paper (2,500 words, +/- 10%): Approved / Not Approved; In the paper, the student highlights/addresses one or more issues related to the course themes. The workload for the paper is estimated to be 2 weeks</p>
<p>Grading Scale</p>	<p>Approved / Not Approved</p>
<p>Assessment Semesters</p>	<p>Spring/Fall</p>

<p>Reading List</p>	<p>Required reading:</p> <p>Biesta, G. (2017). Educational leadership for what? An educational examination. In: Waite, D., & I. Bogotch (Eds.), <i>Wiley International Handbook of Educational Leadership</i> (pp. 15-27). New York City: John Wiley & Sons</p> <p>Bradbury, A., Braun, A., Duncan, S., Harmey, S., Levy, R., G. & Moss (2022). Crisis policy enactment: primary school leaders' responses to the Covid-19 pandemic in England. <i>Journal of Education Policy</i>, 1-21, DOI: 10.1080/02680939.2022.2097316</p> <p>Doscher, S. P., & A. H. Normore (2008). The Moral Agency of the Educational Leader in Times of National Crisis and Conflict. <i>Journal of School Leadership</i>, 18(1): 8-31. DOI: 10.1177/105268460801800102</p> <p>Fernandez, F., Coulson, H. & Zou, Y. (2022). Leading in the eye of a storm: how one team of administrators exercised disaster resilience. <i>Higher Education</i> 83: 929–944. DOI: 10.1007/s10734-021-00716-5.</p> <p>Kugelmass, J., & Ainscow, M. (2004). Leadership for inclusion: a comparison of international practices. <i>Journal of research in special educational needs</i>, 4(3), 133-141.</p> <p>Torgersen, G.-E., & H. Saeverot (2021). SSE-based frame of reference. In: Saeverot, H. (Ed.), <i>Meeting the Challenges of Existential Threats Through Educational Innovation</i> (pp. 11–26). London: Routledge.</p> <p>Further reading:</p> <p>Banerjee-Batist, R., Gajjar, K., Saxena, P., Smetana, J. B., & A. Muduli (2022). Leadership response to COVID-19: a comparative analysis of the education sector in USA and India, <i>Human Resource Development International</i>, 25:3, 321-341, DOI: 10.1080/13678868.2022.2073119</p> <p>Brunstad. (2009). <i>Klokt lederskap: Mellom dyder og dødsdyder</i> [Wise leadership: Between virtue and deadly sins]. Gyldendal Akademisk.</p> <p>Furnes, G.H., Saeverot, H., & G.-E. Torgersen (2018). Digital Samhandling in Education for the Unforeseen Future. In: Torgersen, G.-E. (Ed.), <i>Interaction: 'Samhandling' under Risk: A Step Ahead of the Unforeseen</i> (pp. 167-186). Oslo: Cappelen Damm Akademisk</p> <p>Kiuppis, F., & Haustätter, R.S. (2014). Inclusive education for all, and especially for some. In F. Kiuppis & R. S. Hausstätter (Eds.), <i>Inclusive Education – Twenty Years after Salamanca</i>, (pp. 1-7). Peter Lang.</p> <p>Male, T., & Palaiologou, I. (2015). Pedagogical leadership in the 21st century: Evidence from the field. <i>Educational Management Administration & Leadership</i>, 43:2, 214-231, DOI: 10.1177/1741143213494889</p> <p>Moos, L., Hansen, B., Björk, G., & O. Johansson (2013). Leadership for Democracy. In: L. Moos (ed.), <i>Transnational Influences on Values and Practices in Nordic Educational Leadership – Is there a Nordic Model?</i> (pp. 113–131). Amsterdam: Springer.</p> <p>Trujillo, T., Møller, J., Jensen, R., Kissell, R.-E., E. & Larsen (2021). Images of Educational Leadership: How Principals Make Sense of Democracy and Social Justice in Two Distinct Policy Contexts, <i>Educational Administration Quarterly</i>. DOI: 10.1177/0013161X20981148</p> <p>Uljens, M. (2018). Understanding Educational Leadership and Curriculum Reform: Beyond Global Economism and Neo-Conservative Nationalism. <i>Nordic Journal of Comparative and International Education (NJCIE)</i>, 2(2-3), 196–213. https://doi.org/10.7577/njie.2811</p>
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Course Coordinators	Prof. Rune Johan Krumsvik (University of Bergen) Prof. Florian Kiuppis (NLA University College) Associate Prof. Eivind Larsen (NLA University College) Associate Prof. Inga Støren (NLA University College)
Course Administrator	Research group “Pedagogical Leadership (PEDLED)”, Faculty of Education, NLA University College. All economic resources for the course will be provided by NLA.
Contact	Rune Johan Krumsvik rune.johan.krumsvik@uib.no 55584807