

MARIHE

Detailed Curriculum

V.2

September 2018



Co-funded by the
Erasmus+ Programme
of the European Union

Contents

1st Semester – Danube University Krems/Austria.....	1
1. Systems in Transition 1.....	2
2. New Public Management	6
3. Theories of Higher Education, Research and Innovation	9
4. Introduction to Learning and Teaching in Higher Education	13
5. Institutional Management.....	16
6. Research Methods 1.....	19
2nd Semester – University of Tampere	22
7. Systems in Transition 2.....	23
8. Organisation Theory in Higher Education and Innovation	27
9. Research and Innovation Management	30
10. Financial Management and Funding in Higher Education, Research and Innovation	32
11. Entrepreneurship, Innovation and Education	35
12. Research Methods 2.....	38
Internship	40
3rd Semester, 1st part:	43
Study Trip to Asia – Beijing Normal University or Thapar Institute	43
13. Systems in Transition 3 – China.....	44
13. Systems in Transition 3 – India	46
14. Insights from Practice: Higher Education in China	48
14. Insights from Practice: Higher Education in India	51

3rd Semester, 2nd part:	54
Specialization Modules	54
<i>Research and Innovation – University of Tampere</i>	55
15. Case Studies in Organisational Innovation.....	55
16. Analysis of Higher Education and Innovation Policies.....	57
<i>Leadership and Management – Osnabrück University of Applied Sciences</i>	60
17. Leadership and Change.....	60
18. Management Game.....	62
<i>Institutional Research – Danube University Krems</i>	65
19. Designing Institutional Research Studies.....	65
20. Institutional Research and Strategic Foresight.....	68
<i>Learning and Teaching – Eötvös Loránd University</i>	71
21. Programme Design, Delivery and Assessment.....	71
22. Innovation in Learning and Teaching in Higher Education.....	74
4th Semester	78
Master Thesis.....	78

1st Semester – Danube University Krems/Austria

1. Systems in Transition 1

2. New Public Management

3. Theories of Higher Education, Research and Innovation

4. Introduction to Learning and Teaching in Higher Education

5. Institutional Management

6. Research Methods 1

1. Systems in Transition 1

Credits: 5 ECTS, 125 hours student work load

1. Goals

The aim of this course is to support students to understand the development and the current trends in the higher education and innovation policy of the European Union. It also aims at raising the activity of students and developing the capacities of working in groups on the theme of European higher education.

2. Expected Learning Outcomes

On successful completion of the module students will be able to:

Knowledge and Understanding:

- understand the development and the content of education sector related policies and activities of the European Union
- understand the development and the content of the innovation and research related policies and activities of the European Union
- understand the impact of EU policies and actions on national HE systems and national HE policies and the process of Europeanization in the education sector
- understand the implications of EU policies and actions on the governance and management of higher education system and higher education institutions
- understanding of specificities of higher education and innovation systems compared to other stages of education or other public sectors

Skills:

- policy-analysis skills
- presentation skills
- cooperative skills
- communication skills
- critical thinking skills
- skills to use effectively the opportunities provided by community programs (e.g. Erasmus) for HEIs

Attitudes:

- cultural openness

- positive attitudes towards international and European cooperation
- positive attitudes towards team-work and cooperative learning

3. Topics

- Key facts about the European Union
- The institutions of the EU
- Public policy-making in the Union
- The role of the EU in education
- The origins of European cooperation in higher education
- The idea of the European University and its realisation
- Higher education in the 1976 Action Program
- The Erasmus program
- The 1991 Memorandum
- The European Higher Education Area (the Bologna process)
- European research and innovation policy and higher education
- The EU's higher education modernisation agenda (2003-)
- Diagnosis, strategic priorities and implications for key areas such as curriculum, structure, funding and governance
- Linkage with the Lisbon strategy and the Europe 2020 strategy
- Linkage with other policy areas (e.g. employment, regional development, innovation)
- Key stages, decisions and related documents
- The education programs (Erasmus, Socrates and the LLL-program, Erasmus Mundus, Tempus, Erasmus+)
- Europeanisation and instruments of coordination (OMC in education, benchmarks, presidencies, EU funded development programs)

4. Working Methods and Assessment

This course consists of two lecture units. The second lecture will take place approximately four weeks after the first lecture.

Deliverables

Deliverable 1: Pre-lecture question

Each student is supposed to formulate two questions before the first lecture:

- one related with the article by van Vught, Frans (2009): *The EU Innovation Agenda: Challenges for European Higher Education and Research*. Higher Education Management and Policy. Volume 21/2 (provided on Moodle)
- one related with the following document: European Commission (2017): Communication from The Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, "A renewed EU agenda for higher education", Brussels, 30.5.2017 COM(2017) 247 final (public document, to be found in the Internet)

These two questions will have to be sent to Prof. Halász prior to the first lesson (via E-Mail: Halasz.Gabor@ofi.hu). The questions, which are supposed to reflect the specific interests of the students, will be used to adjust the focus of the first lecture.

Deliverable 2: Team presentation

During the first lecture, five or six student teams will be formed. The teams will choose from among the following topics of team presentations:

- Qualifications and curriculum reform
- Governance and funding reform
- The mechanisms of Europeanisation of national HE systems in Europe
- The HE modernisation agenda of the EU and the Bologna process
- Structural issues (functions, diversity and differentiation)
- Research, innovation and HE policy
- The role of the higher education educational programs (Erasmus, Tempus, Erasmus Mundus) programs in promoting HE development in Europe
- Teacher education

These official EU documents are compulsory for each student and serve as sources for the student team presentations:

- European Commission (2003): The role of the universities in the Europe of knowledge. Communication from the Commission. Brussels, 05.02.2003. COM(2003) 58 final
- European Commission (2005). Mobilising the brainpower of Europe: enabling universities to make their full contribution to the Lisbon Strategy. Communication from the Commission to the Council and the European Parliament. European Commission.
- European Commission (2006). Delivering on the Modernisation Agenda for Universities: Education, Research and Innovation. Communication from the Commission to the Council and the European Parliament. European Commission
- European Commission (2011): Supporting growth and jobs – an agenda for the modernisation of Europe's higher education systems. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. Brussels, 20.9.2011. COM(2011) 567 final
- European Commission (2011): Erasmus For All: The EU Programme for Education, Training, Youth and Sport. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. Brussels, 23.11.2011. COM(2011) 787 final

During the time between the first and the second lecture, the student teams will

- read the compulsory readings and other relevant EU documents
- prepare a collective presentation of a duration of 50 minutes.

The teams will make their presentations at the second lecture. Each presentation will be followed by discussion and complementary comments by the teacher (30-40 minutes).

Team presentations will have to follow the *Guidelines for the team presentations* made available for the students.

Deliverable 3: Final paper

Following the second lesson, each student will prepare a paper based on the theme of the presentation of the team in which the individual student took part.

Papers will have to follow the *Guidelines for the papers* made available for the students.

Evaluation

Basis of assessment	Score
The quality of the contribution to the group presentation	30
The question sent before the first lesson, the quality of participation in group discussions and activity during lessons	20
The quality of the individual paper submitted	50
<ul style="list-style-type: none"> Academic quality (elaboration, originality, relevant focus, structure) 	(20)
<ul style="list-style-type: none"> Use of literature 	(20)
<ul style="list-style-type: none"> Appearance, linguistic correctness 	(10)
Total	100

Score	Grade
	1 (excellent)
91-100%	1 (very good)
80-90%	2 (good)
66-79%	3 (satisfactory)
51-65%	4 (sufficient)
below 50%	5 (fail)

2. New Public Management

Credits: 5 ECTS, 125 hours student work load

1. Goals

The aim of this course is to set basic knowledge about NPM as major starting point for managerial reforms in HE, to stimulate critical reflection of students about current developments in HE systems and to stimulate high student engagement in working with case studies at the beginning of MARIHE.

2. Expected Learning Outcomes

On successful completion of the module students will be able to:

Knowledge and Understanding:

- Students will understand the rationales and objectives of the major changes in the tertiary education and research system towards new public management, deregulation, autonomy and marketization.
- They will be aware of the relationship between development of the system, governmental policy and institutional management.
- They will have insights reflecting the university governance systems in their own countries, applying the newly acquired knowledge to these specific cases.

Skills:

- to analyse current developments and reforms in HE systems with theoretical approaches of New Public Management, institutional economics, governance theories and principal-agent theory
- to gain insights from these approaches for practical problems of tertiary education and research management, hence to apply theories to understand and solve practical problems
- to analyse and deal with the tensions between New Public Management and academic culture
- to recognize and deal productively with the potentials and limitations of management tools and economic thinking in a tertiary education and research context

Attitudes:

- to reflect critically on normative concepts for the reform on HE
- to reflect critically and analytically the potentials of managerial approaches to the HE context instead of believing in simple solutions in higher education management

3. Topics

- New Public Management as the starting point of managerial reforms in the academic sector
- Is New Public Management just another management fad?
- Economic theories relevant for steering and management in the academic sector
- institutional economics
- principal-agent-theory
- Governance theories, incl. the governance equalizer (applied to country case studies)
- Application and applicability of management tools to higher education, potentials and limits of managerialism
- Schools of strategic management
- Differences as well as similarities of higher education with respect to other public sectors (e.g. health) and with respect to other stages of education (e.g. primary and secondary education)
- The use of market mechanisms in tertiary education and research institutions
- Case studies to illustrate the logic and limitations of New Public Management if applied to the academic sector

4. Working Methods and Assessment

Deliverables

Deliverable 1: Poster

Prior to classes, student review the relevant NPM literature and collect data about their own higher education system (self-study). This research leads to an overview about the national higher education system.

Based on this knowledge, students use the governance equalizer to evaluate NPM in different countries. Further to this, students develop a poster to share their knowledge and opinions regarding NPM and the state of the art of the higher education system in their home countries.

Deliverable 2: Poster presentation

The presentations of these posters lead to a benchmarking of higher education systems, to identify global challenges as well as trends in the development of higher education.

Deliverable 3: Opinion paper

A critical review of NPM towards an opinion paper helps to discuss the advantages and disadvantages of NPM in the classroom. At the end, a reflection on the governance equalizer as a critical thinking exercise lead to recommendations to develop this tool further.

Evaluation

The course requires from students

- active participation in course work
- thorough reading of relevant literature
- poster and individual presentation on national case study governance equalizer
- engagement in prepared fishbowl discussion
- engagement in classroom group discussions

Basis of assessment	Score
Class attendance	20
Poster	30
Poster presentation and discussion	20
Opinion paper	30
Total	100

Score	Grade
95-100%	1 (excellent)
86-94%	1 (very good)
71-85%	2 (good)
61-70%	3 (satisfactory)
51-60 %	4 (sufficient)
below 50% -	5 (fail)

3. Theories of Higher Education, Research and Innovation

Credits: 5 ECTS, 125 hours student work load

1. Goals

The aim of this course is to support students to understand the development and the current trends in the higher education and innovation policy of the European Union. It also aims at raising the activity of students and developing the capacities of working in groups on the theme of European higher education.

2. Expected Learning Outcomes

On successful completion of the module students will be able to:

Knowledge and Understanding:

- understand the nature and thematic areas of higher education research and innovation studies
- search independently most up-to-date research information on higher education and innovation studies and assess this information critically
- position themselves (themes, disciplinary backgrounds) as prospective researchers in the field of higher education, research & innovation studies

Skills:

- policy-analysis skills
- presentation skills
- cooperative skills
- communication skills
- critical thinking skills
- skills to use effectively the opportunities provided by community programs (e.g. Erasmus) for HEIs

Attitudes:

- cultural openness
- positive attitudes towards international and European cooperation
- positive attitudes towards team-work and cooperative learning

3. Topics

- History of higher education research and innovation studies
- Higher education research and innovation studies as inter-disciplinary fields of research

- Thematic areas and methods of higher education research and innovation studies
- Interrelationships between research and practice in the field of higher education research and innovation studies
- Distinguished higher education researchers, scholars, and significant research units and think tanks globally
- Most important sources of information about recent higher education research and innovation studies
- The role of institutional research (research supporting the decision making of HEIs) in higher education studies

4. Working Methods and Assessment

Deliverables

Deliverable 1: Pre-lecture statement

Students shall read the Pre-readings, and form one statement about the topic and field.

Deliverable 2: Team-preparation questions

Groups of 4-5 students will be formed in the first lesson, and the groups will decide their group work topic:

- Scholars in innovation in higher education:
Introduce selected scholars, their work and career and their contribution to the field etc.
- Higher education research / innovation studies research units and institutes:
Introduce selected research units and institutes, their profile and mission, staff and contribution to the field etc.
- Institutional research:
Define institutional research, how it differs from HE research, what kind of potential institutional research could have in non-U.S. settings in the future etc. or why institutional research is challenged in some contexts.
- Research on innovation in Higher education (past, present and the future):
Analyse the history and current state of HE research, give well-argued suggestions what kind of research on innovation in higher education is needed in the future, who needs it and why etc.
- Connections between higher education research and innovation studies:
What are the similarities and differences between HE research and innovation studies, how they could benefit each other from the view point of researchers, policymakers and practitioners.
- Research-policy-practice nexus in higher education:
Identify problems of HE research-policy-practice nexus, discuss the reasons behind these problems, evaluate and offer solutions to these problems (select some real life case to illustrate your position, if possible).
- Other topic related to the theme and thematic areas: Topic of your own choice.

Deliverable 3: Team presentation

Groups will present their topics. Each group has 20 minutes for the presentation, 10 minutes for discussion and comments. Each presentation should include sections of introduction, analysis, conclusions.

Presentations will be graded by using the following criteria:

- Presentation effort (use of language, use of communication aids such as slides, handouts etc., timing of the presentation)
- Organisation of the presentation (structure, logic)
- Content of the presentation (provided information, analysis, arguments, conclusions)

Team presentations will have to follow the *Guidelines for the team presentations* made available for the students.

Deliverable 4: Essay paper

Following that, the groups will submit their papers. The final group paper is based on the group work presentations: the chosen topic should be discussed and analysed more thoroughly based on the comments received during the group work session and further research conducted on the topic. The paper should be approximately 6000 words in length. (The page limit does not include the cover page, list of references, possible appendices, or other reference information.)

Papers should be written in a manner that emphasizes clarity and efficiency of presentation. Each research paper should include at least:

- A cover page including the title of the paper and student name
- Introduction section to focus the reader, present what the paper is about, and outline its organization.
- An analysis section
- A conclusion that summarizes what was presented AND draws conclusions from what was presented.
- List of references

Papers will be graded by using the following criteria:

- Thoroughness of analysis
- Persuasiveness of arguments
- Organization and clarity of writing
- Grammar, spelling, and other indicators of accuracy

Please note: Although the minimum number of cited references is not specified, students need to use citations whenever the information is taken from some literal source (e.g. from journal article, policy paper, book chapter, internet sources etc.). This is to avoid (the unlikely behaviour of) plagiarizing, and to allow the reader to find and if necessary, to check your sources. But first and foremost, citations help to provide evidence for your arguments and increase the credibility to your paper. Further, students should also review and assess critically the cited sources, not only re-state what is written in the cited sources.

Evaluation

Basis of assessment	Score
The quality of the contribution to the group presentation	30
The question sent before the first lesson, the quality of participation in group discussions and activity during lessons	20
The quality of the individual paper submitted	50
<ul style="list-style-type: none"> Academic quality (elaboration, originality, relevant focus, structure) 	(20)
<ul style="list-style-type: none"> Use of literature 	(20)
<ul style="list-style-type: none"> Appearance, linguistic correctness 	(10)
Total	100

Score	Grade
	1 (excellent)
91-100%	1 (very good)
80-90%	2 (good)
66-79%	3 (satisfactory)
51-65 %	4 (sufficient)
below 50% -	5 (fail)

4. Introduction to Learning and Teaching in Higher Education

Credits: 5 ECTS, 125 hours student work load

1. Goals

The course aims at helping students identify, understand, respond and reflect on the challenges of learning and teaching in higher education, e.g. the increasing number and types of training programmes, students' heterogeneous learning experiences and goals, the cooperation with world of work or industry in programme design. In the course students work out answers to these challenges based on cutting edge research results of higher education pedagogy and interesting cases of learning and teaching practice at universities from all over the world.

The course have a learning-centred approach, teaching HE pedagogy with HE pedagogy which means how every student's learning can be inspired and supported effectively. The focus of the course is on micro (institutional) level of HE. The interpretation refers to not only students but to teachers and the organization as learners as well. In the course students identify and apply several different ways of teaching and learning methods. These lead to a strengthened learning culture of the graduates.

2. Expected Learning Outcomes

On successful completion of the module students will be able to:

Knowledge and Understanding:

- recognise and structure the key terms and concepts of teaching and learning
- become acquainted with the constructivist and socio-constructivist theories of learning and teaching, and the substantial trends in the research field of higher education pedagogy
- understand the main challenges of learning, teaching in higher education
- understand the main elements of programme design and the constructive alignment of planning, teaching, and assessment
- become acquainted with the relevant aspects of learning environment and the learning-centred teaching approaches and methods (e.g. collaborative, cooperative learning activities, problem-based learning, work-based learning), as well as the newest research findings in these areas
- identify the relevant methods from a rich teaching and learning repertoire

Skills:

- diagnose the learning needs of learners, teachers, professional communities
- analyse and evaluate cases of teaching practices, programmes, learning and teaching strategies in higher education from a learning-centred point of view
- plan learning-centred activities and learning environment in the context of higher education
- critically reflect upon their own assumptions, views about learning, and re-evaluate them

Attitudes:

- accept the co-constructive and situational nature of learning
- commit to understand the various learning needs and goals of learners and communities in higher education
- become open to innovation in programme design and teaching at universities

3. Topics

- Main principles and theories of students' learning and how it can be scaffold (active, co-constructive, situated, personalized nature of learning, the learning outcomes and processes of learning)
- Transition to higher education, first year students' learning
- Managing learning in higher education: learning and teaching units
- Curriculum design (different types of curricula, competence based education, planning learning outcomes)
- Learning-centred teaching activities and methods, e.g. problem-based learning, work-based learning, collaborative and cooperative learning
- Assessment of and for learning in higher education
- University teachers professional development and learning communities

4. Working Methods and Assessment

The course will be built on the participants' beliefs about learning, teaching, program design and their own learning experiences at higher education which will be analysed together from a learning-centred point of view.

In the second part of the course students' will choose certain topics from higher education pedagogy that they find important, and in small groups they will plan, deliver, and reflect on an own learning-centred class.

Deliverables

Deliverable 1: Reading reflections (notes), Knowledge map of HE pedagogy

State of the art research of higher education pedagogy and essential higher education developments and best practices will be mapped and discussed.

For each lesson there is either 1) a compulsory reading, or 2) the students have to interpret and analyse a certain case of university teaching practice. Also, students have to actively participate in the various tasks (e.g. analysing cases, explanations, cooperative learning tasks, interpreting research findings) during the whole course.

Deliverable 2: Course/Class design documents

Students' will choose certain topics from higher education pedagogy that they find important, and in small groups they will plan, deliver, and reflect on an own learning-centred class: They will plan the outline of a course, plan and teach a class and reflect on the entire process.

In small group every participant has to choose a certain topic from the course content, then plan a lesson to their peers. In preparing these lessons students have to read 3-5 articles about the topic, and write a 40 minutes lesson plan with the support of the teacher. After teaching in small groups, the seminar group will reflect on the learning-teaching-process, and the intended and achieved learning outcomes.

Deliverable 3: Closing presentation

Students will introduce their learning achievements for the wider institutional community. Joint planning of the frames of the introduction of the learning results.

Evaluation

Basis of assessment	Score
Deliverable 1: Reading reflections	30
Deliverable 2: Course/class design documents	50
Deliverable 3: Presentation	20
Total	100

Score	Grade
	1 (excellent)
86-100%	1 (very good)
70-85%	2 (good)
61-70%	3 (satisfactory)
51-60 %	4 (sufficient)
below 50% -	5 (fail)

5. Institutional Management

Credits: 5 ECTS, 125 hours student work load

1. Goals

The aim of this course is to support students to understand higher education institutions as organisations. It also aims at raising the activity of students and developing the capacities of working in groups on the theme of higher education management functions and issues and to develop an overview about the different units within higher education institutions.

2. Expected Learning Outcomes

On successful completion of the module students will be able to:

Knowledge and Understanding:

- understand the higher education institution as a specific organisational type
- understand the role and functions of the different organisational units within higher education institutions
- understand basic processes in research, learning and teaching as well as third mission and identify the core and periphery organisational entities in those processes
- understand key challenges of the management of higher education institutions
- understanding of specificities of higher education institutions related to quality management and human resource management

Skills:

- organisational-analysis skills
- presentation skills
- cooperative skills
- communication skills
- critical thinking skills

Attitudes:

- cultural openness
- positive attitudes towards international and European Higher Education Area and its diversity
- positive attitudes towards team-work and cooperative learning

3. Topics

- Key facts about higher education institutions as organisations
- Types of higher education institutions
- The history of higher education from the organisational point of view

- The role of higher education institutions
- The organisational environment and conceptual models of organisational design
- Roles and functions within the organisation
- Power and Politics in higher education organisations
- Understanding higher education management
- Horizontal and vertical power
- Personal power
- Groups, teams and human relations
- Strategic planning and policy formation
- Leadership and Governance
- Quality Management in higher education
- Quality management concepts
- Quality assurance and enhancement
- Key players in quality management
- Human Resource Management in Higher Education
- The human resource framework at higher education institutions
- Strategic human resource management
- Staff development and progression in higher education
- Recent developments at higher education institutions

4. Working Methods and Assessment

Deliverables

Deliverable 1: Essay paper

Prior to the class each student is invited to write an essay about his and her higher education as well as what he or she would like to change in the future.

Deliverable 2: Pre-lecture recommendation

Based on the essay paper, students should formulate one recommendation for organisational change related to the essay and send this to the professor prior to the first lesson. These recommendations, which are supposed to reflect the specific interests of the students, will be used to adjust the focus of the first and further sessions.

Deliverable 3: Team-preparation questions

During the first session, six student teams will be formed. The teams will choose from three different higher education systems (central, decentral, network) based on different scenarios and will work on institutional solutions for:

- Strategy and Structure
- Governance and Leadership
- Funding and Financial Management
- Human Resource Management
- Quality Management
- Lifelong learning

Deliverable 4: Team presentation

The teams will (1) read the compulsory readings and other relevant documents and (2) prepare a collective presentation of duration of 30 minutes. The teams will make their presentations following the structure of the module. Each presentation will be followed by discussion and complementary comments by the teacher (30-40 minutes).

Deliverable 5: Essay paper

Following this each student will prepare a paper based on the theme of the presentation of the team in which the individual student took part.

Evaluation

Basis of assessment	Score
The quality of the contribution to the group presentation	30
The essay and recommendation sent before the first lesson, the quality of participation in group discussions and activity during lessons	20
The quality of the individual paper submitted	50
<ul style="list-style-type: none"> Academic quality (elaboration, originality, relevant focus, structure) 	(20)
<ul style="list-style-type: none"> Use of literature 	(20)
<ul style="list-style-type: none"> Appearance, linguistic correctness 	(10)
Total	100

Score	Grade
	1 (excellent)
91-100%	1 (very good)
80-90%	2 (good)
66-79%	3 (satisfactory)
51-65 %	4 (sufficient)
below 50% -	5 (fail)

6. Research Methods 1

Credits: 5 ECTS, 125 hours student work load

1. Goals

The course aims at supporting students learn how to use quantitative method to conduct research as well as the rationale behind such research design. At the end of the course, students will develop a research design based on quantitative research method.

2. Expected Learning Outcomes

On successful completion of the module students will be able to:

Knowledge and Understanding:

- understand philosophical bases of social science research methodology, particularly quantitative research method
- learn basics in developing quantitative research design, preparing survey questionnaire and tools for statistical analysis (e.g. SPSS)

Skills:

- formulate proper research question which is more suitable to be pursued by using quantitative method.
- develop hypothesis by synthesising existing literature
- choose appropriate statistical methods for data analysis.

Attitude:

- be sensitive in deductive reasoning and breaking down complex issues into certain variables

3. Topics

- Basic characteristics of quantitative research method
- Hypothesis and the role of literature
- Variables and operationalization
- Survey questionnaires and sampling
- Statistical tools and methods

4. Working Methods and Assessment

Activities involving face-to-face sessions of 30 hours, online mentoring of 10hours, individual and group learning of 90 hours.

All students are expected participate actively in actively in class discussions and other course activities. It is also expected that students have critically read the assigned pre-lecture readings and they should be prepared to discuss, critique and raise questions regarding the materials when necessary.

Deliverables

Deliverable 1: Research Design

Each student is required to write a 10-12 pages quantitative research design.

Students need to use citations whenever the information is taken from some literal source (e.g. from journal article, policy paper, book chapter, internet sources etc.). This is to avoid (unlikely behaviour of) plagiarizing, and to allow the reader to find and if necessary, to check your sources. But first and foremost, citations help to provide evidence for your arguments and increase the credibility to your paper. Further, students should also review and assess critically the cited sources, not only re-state what is written in the cited sources. Students are free to apply any style of citing and referencing (such as e.g. Chicago style, Harvard style, MLA-style or APA-style) as long as selected style is applied consistently throughout the paper. General guidelines for some of these styles are freely downloadable from the web (e.g. <http://owl.english.purdue.edu>).

The paper must be written by using single spacing with 12 point font (not specified). The word count does not include the cover page, list of references, possible appendices, or other reference information.

Papers should be written in a manner that emphasises clarity and efficiency of presentation. Each paper should include at least:

- A cover page including the title of the paper and student name
- Main body of the thesis proposal
- List of references

Papers will be submitted to Moodle and will be graded (fail, 1-5) by using the following criteria:

- Thoroughness of analysis and appropriateness of methodological design
- Persuasiveness of arguments
- Organisation and clarity of writing
- Grammar, spelling, and other indicators of accuracy.

Evaluation

Basis of assessment	Score
The quality of the individual paper submitted	50
<ul style="list-style-type: none"> Academic quality (elaboration, originality, relevant focus, structure) 	(20)
<ul style="list-style-type: none"> Use of literature 	(20)
<ul style="list-style-type: none"> Appearance, linguistic correctness 	(10)
Total	100

Score	Grade
	1 (excellent)
	1 (very good)
	2 (good)
	3 (satisfactory)
	4 (sufficient)
below 50% -	5 (fail)

2nd Semester – University of Tampere

7. Systems in Transition 2

8. Organisation Theory in Higher Education and Innovation

9. Research and Innovation Management

10. Financial Management and Funding in Higher Education, Research and Innovation

11. Entrepreneurship, Innovation and Education

12. Research Methods 2

7. Systems in Transition 2

Credits: 5 ECTS, 125 hours student work load

1. Goals

The course aims at helping students understand the higher education systems and development dynamics in various regions and countries and identifying the main challenges those countries face in developing research and innovation. It mainly focusses on developing students' awareness about the concepts of globalisation and internationalisation and their impact on higher education, teaching, research and innovation systems. Students will learn about North American, South-American, African and Australian higher education systems by lectures given by high level experts invited from these countries and will get the chance to participate on African panel and discuss with experts on the main challenges and opportunities of African higher education system. Also the role of supra-national organisations in a global development dynamics is analysed.

The course is guided by students-centred teaching approach where by all students would actively participate on the lectures and discussions. To support this, a debate session will be organised in which students will form small groups, select debate topics and argue and for on the selected topics.

2. Expected Learning Outcomes

On successful completion of the module students will be able to:

Knowledge and Understanding:

- recognise the central features of North American, South American, African and Australian higher education, research and innovation systems
- understand the concepts of globalisation and internationalisation and regionalisation in higher education, research and innovation and their interrelationships
- understand the impact of globalisation, internationalisation and regionalisation on development dynamics of higher education, research and innovation systems in general

Skills:

- critically assess the consequences of globalisation, internationalisation and related developments in their own countries' higher education, research and innovation systems in an comparative international perspective
- analyse and evaluate cases of particular country's higher education system from the perspective of internationalisation and globalisation
- identify various forces of globalisation and their relevance to higher education innovation

Attitudes:

- appreciate various countries higher education system and willing to increase the international cooperation between various countries higher education system.
- commit to understand the impact of globalisation and internationalisation to countries' higher education system
- accept the importance of developing a national innovation system and the integration and collaboration of different countries higher education systems.

3. Topics

- Definitions and classifications of internationalisation, globalisation and regionalisation in the context of higher education, research and innovation
- Introduction to the general characteristics of North American, South American, African and Australian higher education, research and innovation systems
- Introduction to the roles and characteristics of the supra-national organisations, UNESCO, World Bank and OECD in particular
- Key actors and models of internationalisation with respect to higher education (e.g. cooperative and competitive approaches, capacity building) in a global and context
- Rationales and barriers for regionalisation and internationalisation of higher education, research and innovation in a global context
- Debate on selected topics related to globalisation, internationalisation and related developments

4. Working Methods and Assessment

This course is a continuation of System in transition I, which is given in DUK. The course particularly focuses on analysing four continents' higher education and innovation system, such as North American, South American, African and Australian.

The first part presents the main concepts of internationalisation, globalisation and regionalisation in the context of higher education, research and innovation.

The second part focuses on the general characteristics of North American, South American, African and Australian higher education, research and innovation systems.

The third part targets in identifying key actors and models of internationalisation with respect to higher education (e.g. cooperative and competitive approaches, capacity building) in a global context.

Fourth, rationales and barriers for regionalisation and internationalisation of higher education, research and innovation in a global context will be discussed.

Finally, the course will be summed up by debates on selected teams.

Activities of the course are involving face-to-face teaching, panel and debate sessions of 30 hours, individual and group learning activities 95 hours which are supported by consultation sessions with the teachers 10 hours.

Deliverables

Deliverable 1: Debate on the effect of globalisation and internationalisation in higher education system of various countries, incl. debate experience paper

Each student prepares for the debate in a group of 3-5 students on the selected debate topics. Debate teams and debate topics will be decided by draw during the debate training session. For each topic, team position (“for” or against”) will be announced in Moodle (i.e. two days before the debate) before noon.

Debate topics:

- “Globalisation increases the quality of higher education” (FOR/AGAINST)
- “Higher education is tradable commodity” (FOR/AGAINST)
- “The World Bank involvement in developing and transition countries is primarily beneficial for the development of higher education systems” (FOR/AGAINST)

Before debate:

When preparing for the debate, teams are expected to search independently more material/evidence related to their debate topic. Each Team is encouraged to rehearse the timing of their presentations as well as their argumentation (logical and structured arguments avoiding unnecessary duplication).

During debate session:

It is up to the team how to divide responsibilities in debate (including the debate preparation). Nevertheless, each team member needs to contribute and participate in debating. Debates for each topic will be completed in 50 minutes. The structure of the debate is the following:

- Introduction to the debate topic: max 6 minutes introduction of the topic to the audience (2 students, one from each team)
- Each of the teams will have max. 7 minutes opening speeches where they present their arguments for their position (for/against). In all topics, “For” will start.
- After the speeches, both teams have max. 10 minutes each to question each other (cross examination). Teams start in reverse order than in opening speeches.
- After the cross-examination, the audience has 6 minutes to ask questions from the teams. Therefore, audience in the debates should be prepared in raising short and focused questions.
- Each team will have max. 2 minutes to present their final and concluding remarks. Team holding “for” position will start.
- Winner of the debate will be decided by audience (by vote).

After debate:

Each team member writes individually 2-4 pages paper on “What I learned from the topic and the debate”. Papers will be graded (fail, 1-5) by using the following general criteria:

- Reflection of the debating activity by utilizing the concepts connected to any of the debate topics and providing additional arguments than those presented in the debate.
- Demonstration of clear and well-organized reflection paper, written in a logical and coherent manner.
- Provision of sound ideas and suggestions for improving the debating activity

Deliverable 2: Course paper

At the end of the course students are expected to write a course paper which should demonstrate an in-depth grasp of one or more higher education, research or innovation issue related to course contents and learning outcomes of the course. Within these limits, the theme or topic of the paper as well as its contents & sources of information can be freely decided by the student.

The paper should be approximately 12-15 pages in length, by using single spacing with 11-12 point font (not specified) and normal page margins. The page limit does not include the cover page, list of references, possible appendices, or other reference information. Papers should be written in a manner that emphasizes clarity and efficiency of presentation. Each research paper should include at least:

- A cover page including the title of the paper and student name
- Introduction section to focus the reader, present what the paper is about, and outline its organization
- An analysis section
- A conclusion that summarizes what was presented and draws conclusions from what was presented
- List of references

Course papers will be graded (fail, 1-5) by using the following general criteria:

- Thoroughness of analysis
- Persuasiveness of arguments
- Organization and clarity of writing
- Grammar, spelling, and other indicators of accuracy.

Evaluation

Basis of assessment	Score
Deliverable 1: Team debate	30
Deliverable 2: Course paper	70
Total	100

Score	Grade
	5 (excellent)
	4 (very good)
	3 (good)
	2 (satisfactory)
	1 (sufficient)
	HYL (Fail)

8. Organisation Theory in Higher Education and Innovation

Credits: 5 ECTS, 135 hours student work load

1. Goals

The course aims at helping students learn how to use organisation theories to understand phenomena in higher education and innovation. It also targets at improving students' skills to solve problems in higher education management, organisational change and innovation by using organisation theory as a tool.

2. Expected Learning Outcomes

On successful completion of the module students will be able to:

Knowledge and Understanding:

- understand the special nature of HEIs as organisations in terms of culture, structure and the process of organising the production of education, research and innovation
- familiar with some major organizational theories and use at least one theory to explain phenomena in higher education

Skills:

- choose pertinent organisational theory to analyse issues and phenomena in higher education institutions and research institutes

Attitudes:

- become active in using organisational theory as analytical tool to observe and resolve organisational issues in higher education

3. Topics

- Major organisation theories
- Examples of using organisation theories in higher education and innovation studies
- Organisation culture in higher education
- Organisation design
- Unique organisational features of universities and colleges

4. Working Methods and Assessment

Activities involving face-to-face sessions of 25 hours, online mentoring of 10 hours, individual and group learning of 100 hours.

All students are expected participate actively in actively in class discussions and other course activities. It is also expected that students have critically read the assigned pre-lecture readings and they should be prepared to discuss, critique and raise questions regarding the materials when necessary.

Deliverables

Deliverable 1: Paper

There are two options:

- a) Each group will write a case report (Analysing one real organisational problem and provide solutions).
- b) Each group can write a literature review of one organisational theoretical perspective and its application in higher education research.

In each option, the assignment will be based on group work (3-4 student in each group).

The paper must be written by using single spacing with 12 point font (not specified). The word count does not include the cover page, list of references, possible appendices, or other reference information. The length of the paper should be between 6,000-8,000 words. Although the minimum number of cited references is not specified, students need to use citations whenever the information is taken from some literal source (e.g. from journal article, policy paper, book chapter, internet sources etc.).

Papers should be written in a manner that emphasises clarity and efficiency of presentation. Each research paper should include at least:

- A cover page including the title of the paper and student name
- Introduction section to focus the reader, present what the paper is about, and outline its organization.
- An analysis section
- A conclusion that summarizes what was presented and draws conclusions from what was presented.
- List of references

Papers will be submitted to Moodle by the time provided by the responsible lecturer.

Papers will be graded (fail, 1-5) by using the following criteria:

- How relevant is the topic to the field of higher education research?
- How is the research question clearly addressed?
- How relevant is the theory chosen for analysing the issue or event in higher education?
- How clearly the tenets of the theory have been presented?
- How logic the explanation or assumption is?

- How are the arguments and conclusions supported by evidence? Or: if there is no ready evidence, how has the plan for data collection been designed.
- How would you rate the clarity of the writing, logic and organisation, as well as its accessibility to readers?

Evaluation

Basis of assessment	Score
Deliverable 1	100
Total	100

Score	Grade
	5 (excellent)
	4 (very good)
	3 (good)
	2 (satisfactory)
	1 (sufficient)
	HYL (Fail)

9. Research and Innovation Management

Credits: 5 ECTS, 135 hours student work load

1. Goals

The course aims at helping students to acquire the basic groundings in research and innovation management in a HEI context. Students will be able to understand the dynamics of current research environment, they will learn how research activities and research projects are managed and organised in HEIs and how research knowledge is valorised. In the course, students will acquire basic skills of research project management through expert lectures, readings and preparing project management plan.

2. Expected Learning Outcomes

On successful completion of the module students will be able to:

Knowledge and Understanding:

- understand the dynamics of research environment of HEIs
- know how research is managed, organised and funded in a HEI
- know how HEIs' research knowledge is valorised
- know the basic principles and phases of research project management in a HEI

Skills:

- set project objectives and goals
- prepare project plan and project budget
- implement a project
- prepare project reports
- work in teams

Attitudes:

- develop entrepreneurial mind-set

3. Topics

- Research environment of HEIs
- Research management in HEIs
- Project management in HEIs

- Managing research knowledge transfer, research valorisation and commercialisation
- Leadership and project management skills
- Teamwork and networking

4. Working Methods and Assessment

Activities involve face-to-face lectures and workshop of 24 hours, mentoring of 6 hours and individual and group out of class learning of 105 hours.

Deliverables

Deliverable 1: Project Plan

Students are expected to actively participate in the lectures and class discussions. Based on the lectures and thorough reading of course readings and other relevant literature, student groups will prepare a written project management plan in small groups. The project management plan has to include also plan for research result valorisation. Each group will present the project management plan in workshop, which will be organised at the end of the course. In workshop, teacher and each student group will evaluate and give feedback to other groups.

The group papers will be graded (fail, 1-5) by using the following criteria:

- Thoroughness of analysis
- Clear understanding of the links between theory, policy and practise
- Persuasiveness of arguments
- Innovativeness of the solution
- Organization and clarity of writing

Evaluation

Basis of assessment	Score
Commitment in lectures and workshop	50
Group work	50
Total	100

Score	Grade
	5 (excellent)
	4 (very good)
	3 (good)
	2 (satisfactory)
	1 (sufficient)
	HYL (Fail)

10. Financial Management and Funding in Higher Education, Research and Innovation

Credits: 5 ECTS, 135 hours student work load

1. Goals

The course aims at helping students identify, understand, and reflect the issues, trends and approaches of institutional financial management in higher education institutions (HEIs) and research institutes and their public and private funding. Students learn the special features in transforming the financial management of higher education and research organisations with the help of problem-based learning techniques. In the course students also learn how to analyse and further develop system and institutional level funding models in higher education, innovation and research sector.

2. Expected Learning Outcomes

On successful completion of the module students will be able to:

Knowledge and Understanding:

- understand different financial and management environments and their linkages to financial management of HEIs
- understand the rationales behind different approaches in funding higher education, research and innovation (system level and internal models)
- become acquainted with the nature of higher education, research and innovation as economic goods

Skills:

- critically assess the strengths and weaknesses of various funding and budgeting models and other financial steering instruments used in higher education, research and innovation
- critically assess the strengths and weaknesses of different system level financing practices and funding models and their relevance to the operational environment of HEIs
- understand and apply concepts and theories to the analysis of financial management practices of HEIs

Attitudes:

- encourage to willingness in understanding the economic realities and financial boundary conditions in system and institutional level development
- stimulate open-mindedness in finding innovative 'out-of-the-box'-solutions to complex challenges in financial management

3. Topics

- Higher education, research and innovation as public and private goods
- Student financing: Tuition fees, cost-sharing approaches, student aid
- Funding research and innovation: policies and practices in system-level funding approaches
- Changing financing patterns of higher education: Global perspectives and challenges
- Financial autonomy and accountability of HEIs
- HEIs as economic entities: alternative budgeting models and financial management
- Institutional financial management: planning, resource allocation, performance orientation, strategies for diversifying the funding base

4. Working Methods and Assessment

Activities of the course are involving face-to-face teaching and seminar sessions of 30 hours, individual work 25 hours and group learning activities of 80 hours.

Class participation equals 25% of the course grade. Students are expected to attend all classes; absences in classes will result to additional assignments. For each class, students are expected to read a compulsory pre-lecture reading(s) (1-3 chapters/journal articles etc. related to class topic) and designated section of course readings which are then discussed in classes. Classes are delivered in an interactive manner, i.e. utilising conversational teaching style, joint brainstorming sessions, and mind-mapping whenever appropriate. After the class, students are recommended to read “further readings” intended to deepening the knowledge offered in classes.

Deliverables

Deliverable 1: Reflection paper

In the end of the course, students submit individually a short (about 2-3 pages) course reflection paper where they assess their on learning process related to the course.

Deliverable 2: PPT presentation in a group work coaching session

Students are expected to be actively engaged in case exercise (problem-based learning) and group work coaching sessions which are partly based on expectation of offering and receiving peer-feedback.

Deliverable 3: Development paper

Students write in groups a development paper focusing on a concrete development challenge related to course contents (equal to a short “policy brief”) which puts into practice the knowledge accumulated throughout the course. Papers are graded by using the following criteria:

- Thoroughness of analysis
- Persuasiveness of arguments
- Organisation and clarity of writing
- Grammar, spelling, and other indicators of accuracy.

Evaluation

Basis of assessment	Score
Classes, case exercise	25
Development paper	75
Total	100

Score	Grade
	5 (excellent)
	4 (very good)
	3 (good)
	2 (satisfactory)
	1 (sufficient)
	HYL (Fail)

11. Entrepreneurship, Innovation and Education

Credits: 5 ECTS, 135 hours student work load

1. Goals

The course aims at helping student to understand and analyse the dynamics of entrepreneurship and innovation in higher education and higher education institutions (HEIs) as well as interrelationships between them. The student will also become able to critically assess the strengths and weaknesses of entrepreneurship, entrepreneurial orientation and transformation of HEIs. In the course, students work on a particular country higher education case, which will help them identify major challenges and opportunities of HEI and come up with strategic solutions.

2. Expected Learning Outcomes

On successful completion of the module students will be able to:

Knowledge and Understanding:

- understand the concepts and dynamics of entrepreneurship and innovation in higher education and HEIs as well as entrepreneurial HEIs and innovation systems
- understand the connection of entrepreneurial HEIs and entrepreneurial education
- understand the interrelationship and dynamics between academic activities and management in an entrepreneurial HEI

Skills:

- critically assess the strengths and weaknesses of entrepreneurship and entrepreneurial orientation of HEIs
- critically assess the role and entrepreneurial transformation of HEIs in national and regional innovation systems
- use the theories of institutional transformation in the development of entrepreneurship, innovation and education
- learn to work with a case study

Attitudes:

- adopt and develop entrepreneurial mind-set
- appreciate team work and working in groups
- commit themselves to oral and written academic reporting

3. Topics

- Entrepreneurship and innovation in higher education and higher education institutions (HEIs), entrepreneurial HEIs: concepts, theories and empirical examples
- Management of entrepreneurial HEIs
- Criticism of entrepreneurial HEIs
- National and regional innovation systems as an operational framework for HEIs: actors and the dynamics of interaction
- The role of HEIs in innovation and science policy
- Institutional dynamics of HEIs in research and innovation systems
- Group work exercise: Simulation on how to develop sustainable overall development strategy for an underperforming HEI in the context of research and innovation systems

4. Working Methods and Assessment

The course will consist of lectures of teacher responsible and visiting lecturers as well as students' group work and seminar. Teaching is organised to support the group work assignment, the design of the development strategy for a recently established poor private university in a turbulent environment in a low-income country. The lectures will introduce the concepts, theories and empirical examples of entrepreneurship and innovation in higher education and HEIs and entrepreneurial HEIs.

Students will apply the concepts and theories of lectures and course literature in a group work. Students are encouraged to apply literature and theories of the previous MARIHE modules to their group works. Students will present the results of their group work in seminars. The groups present their draft development plans in a seminar, and the groups are encouraged to learn from each other's ideas to generate even more innovative solutions for the creation of a successful entrepreneurial university. The final solutions will be presented in the form of a final written group report. The teacher responsible will give oral and written feedback to students.

Deliverables

Deliverable 1: Group work and presentations

Groups of 3–4 students will be formed before the first lecture by the teacher. Group division and the assignment will be presented to the students on the first lecture. The assignment is a case study of a HEI. The groups are supposed to work with the case during the whole course and develop a development strategy for a case institution. The idea is that the groups apply the concepts and theories from the lectures, course literature and apply also what they have learned from the previous MARIHE modules to the practise of institutional development. The groups present the solutions of their group work on the seminar sessions.

All students are expected to participate actively in class discussions and other course activities. It is also expected that students have critically read the assigned pre-lecture readings and they should be prepared to discuss, critique and raise questions regarding the materials when necessary.

Deliverable 2: Group paper

The students will write the group paper. They will further elaborate their presentations of the group work and write a 5,000–6,000 word paper (the strategy for a case institution and the implementation plan for the strategy). The paper must be written by using single spacing with 12 point font. The

word count does not include the cover page, list of references, possible appendices, or other reference information.

Papers will be graded (fail, 1-5) by using the following criteria:

- Thoroughness of analysis
- Clear understanding of the links between theory and practise
- Persuasiveness of arguments
- Innovativeness of the solution for the problem of case institution
- Organization and clarity of writing
- Grammar, spelling, and other indicators of accuracy.

Evaluation

Basis of assessment	Score
Performance in classroom incl. attendance	30
Group work and presentations, paper	70
Total	100

Score	Grade
	5 (excellent)
	4 (very good)
	3 (good)
	2 (satisfactory)
	1 (sufficient)
	HYL (Fail)

12. Research Methods 2

Credits: 5 ECTS, 135 hours student work load

1. Goals

The course aims at helping students learn how to use qualitative method or mixed methods to conduct research as well as the rationale behind such research design.

2. Expected Learning Outcomes

On successful completion of the module students will be able to:

Knowledge and Understanding:

- understand philosophical bases of social science research methodology, particularly qualitative research method
- learn major types of qualitative research method
- learn the logics in developing conceptual and analytical framework in qualitative research
- learn how to collect qualitative data collection

Skills:

- formulate proper research question which is more suitable to be pursued by using qualitative method or mixed methods
- develop appropriate analytical framework to guide data collection
- design mixed methods when needed

Attitudes:

- sensitive in inductive reasoning and make pattern from observation of complex issues

3. Topics

- Basic characteristics of qualitative research
- Role of literature in qualitative research
- Theory in qualitative research
- Interviews
- Software of qualitative data analysis

4. Working Methods and Assessment

Activities involving face-to-face sessions of 30 hours, online mentoring of 10hours, individual and group learning of 90 hours.

All students are expected participate actively in actively in class discussions and other course activities. It is also expected that students have critically read the assigned pre-lecture readings and they should be prepared to discuss, critique and raise questions regarding the materials when necessary.

Deliverables

Deliverable 1: Research design

Each student is required to write a 10-12 pages qualitative research design.

The paper must be written by using single spacing with 12 point font (not specified). The word count does not include the cover page, list of references, possible appendices, or other reference information.

Papers should be written in a manner that emphasises clarity and efficiency of presentation. Each paper should include at least:

- A cover page including the title of the paper and student name
- Main body of the thesis proposal
- List of references

Papers will be submitted to Moodle and will be graded (fail, 1-5) by using the following criteria:

- Thoroughness of analysis and appropriateness of methodological design
- Persuasiveness of arguments
- Organisation and clarity of writing
- Grammar, spelling, and other indicators of accuracy

Evaluation

Basis of assessment	Score
Performance in classroom incl. attendance	
Research design	
Total	100

Score	Grade
	5 (excellent)
	4 (very good)
	3 (good)
	2 (satisfactory)
	1 (sufficient)
	HYL (Fail)

Internship

Credits: 10 ECTS, 8 weeks minimum

1. Goals

In keeping with the general goals and objectives of MARIHE programme, internship programme is designed to assist students in developing scientific and practical knowledge, skills and attitudes relevant to higher education research, management and innovation. The internships provide students with practical insights into contemporary themes encountered during their studies. Students are provided a chance to transfer the theoretical knowledge into practice and explore personal interests in career development. In terms of academic reflection, the internship will serve as a good basis for the second year of studies and can be used as a basis for the master thesis. Furthermore, students have the opportunity to make valuable contacts for increasing future employment prospective.

During the internship process, the students will be familiarized with the technology of the e-portfolio, which will also be used for assessment of the mandatory internship. With this technology, individuals can present a collection of electronic evidence on their learning process and achievements to other individuals. This may include colleagues (e.g. other researchers) but also possible employers and funding agencies. The usage of e-portfolio is therefore also a tool for employability after graduation.

2. Expected Learning Outcomes

On successful completion of the module students will be able to:

Knowledge and Understanding:

- understand the pertinent issues of higher education research and innovation, and relate them to the theoretical foundation of the field of higher education.
- understand the main challenges of higher education research, innovation, management and leadership
- know the gap between the theories of the higher education field and the practical world
- expand the knowledge and understanding of the field of higher education

Skills:

- demonstrate the ability to think and plan strategically, especially in relation to problem-solving as well as the ability to integrate knowledge, handle complexity, formulate judgements and communicate them to a wider audience
- apply the classroom theoretical knowledge to real world situations and thus enhance their academic and career goals.

- show the ability to work with various multi-cultural groups and challenges
- develop professional skills and interpersonal relationships in professional settings.
- develop the ability to write CVs and motivation letters which attract the attention of employers
- make valuable contacts for increasing future employment prospective

Attitudes:

- realise the relevance of their studies to the practical higher education challenges and opportunities
- appreciate the relationship between the theoretical foundation of the higher education field and the practical world.

3. Topics

At the end of the second semester, participants of MARIHE will attend an internship at one of the associate partners or an institution related to the field of research and innovation in higher education (e.g. a research institution, funding structures, think tanks, consultancy companies etc.). The consortium will jointly provide placements and will support the students in choosing or finding an institution fitting into their personal interests for prospective career plans.

4. Working Methods and Assessment

The Internship placements are mostly provided by MARIHE's associated partner organisations and other organisations recruited by the programme personnel. These organisations include higher education and research institutions, public bodies such as ministries and other governmental organisations for science and education, enterprises specializing in education, think tanks, consultancy companies and non-governmental organizations, such as associations and networks. Additionally, students are able to propose internship placements from outside the selection offered by MARIHE programme.

Students familiarize themselves with the placement catalogue. By mid-February in each academic year, students inform the consortium about their preferred placements. Students also submit their CVs and short letters of interest or motivation to each organization on their preference lists. The consortium announces the results of the distribution process. Students and employers can start direct communications and preparation for the internship period.

All interns and employers sign an internship agreement with MARIHE programme. Students and hosts handle internship-related practicalities (with the programme's help, if necessary). The duration of the internship is minimum 8 weeks between 2nd and 3rd semester, from early May to August in each academic year.

Activities involve face-to-face sessions (10 hours) with their supervisors at the host internship institutions, individual and group learning (40 hours), in which students will write CVs and motivation letters, use e-portfolio to write and present their experiences, and 270 hours for the routine internship activity. However, students are expected to work 35 hours per week at the host internship institutions; in total 280 hours within in 8 weeks.

Deliverables

Deliverable 1: Internship report

The internship report (e-portfolio) should contain the following sections:

- A cover page including the student name and internship organization
- Time period of the internship
- Short description of the internship employer organization
- Description of student's internship work activities
- Self-evaluation of student's internship performance
- Evaluation of internship employer
- Evaluation of the usefulness of the internship period compared to the expected learning outcomes of the course
- A conclusion that summarizes what was presented

The report should be maximum 10-12 pages in length, by using single spacing with 12-point font and normal page margins. The page limit does not include the cover page, references, possible appendices, or other reference information.

Reports will be submitted to Moodle no later than 31 August in each academic year. When evaluating the report, the following criteria are applied:

- Thoroughness of provided evaluation
- Organization of the report and clarity of writing
- Grammar, spelling, and other indicators of accuracy

After the internship period, both interns and their hosts are expected to provide feedback for the MARIHE programme. The feedback is collected with online forms. Additionally, MARIHE programme encourages all hosts to have a feedback discussion with their interns about the overall experience. During the 3rd semester, students are expected to make a short presentation about the internship period.

Evaluation

The internship period is graded as Pass/Fail.

In order to get a passing grade, the student is expected to complete at least the minimum length of internship period (320 hours of work in eight weeks).

In addition to this, the students are expected to write an internship report through e-portfolio (40 hours) and make a short presentation about the internship period during the 3rd semester studies in one of the consortium universities. The internship host's feedback is also taken into account when grading the student.

3rd Semester, 1st part:
Study Trip to Asia – Beijing Normal University or Thapar Institute

13. Systems in Transition 3

14. Insights from Practice: Higher Education in China / India

13. Systems in Transition 3 – China

Credits: 5 ECTS, 125 hours student work load

1. Goals

The course aims to equip students with conceptual understanding of higher education systems in Asia, with a focus on seven Asia countries: China, Japan, Korea, Malaysia, Singapore, Thailand, and Vietnam. We aim at making student understand the history of Asian higher education, the transition of higher education system, in terms of structure, research, governance, teaching and learning, academic profession of the-above-mentioned 7 cases. Furthermore, the course will provide students with opportunities in comparing similarities and differences of higher education reform among those 7 cases.

2. Expected Learning Outcomes

On successful completion of the module students will be able to:

Knowledge and Understanding:

- Understand the histories, reforms and challenges of higher education system in Asian countries, especially in the 7 cases of Asian countries.
- Adopt a comparative-historical perspective to explain the social, cultural, political& economic factors driving the transition of higher education system in 7 cases.
- Compare different types, procedures and processes in higher education reforms in 7 cases.
- Better understand their own country's higher education system by the mirror of others and share with colleagues and classmates.
- Form a research question for future study and work.

Skills:

- Present information gained in the course in oral, written, and visual formats
- Formulate innovative ideas and arguments for scholarly debates and writings on higher education
- Introspect and reflect on the knowledge and experiences gained in the course

Attitudes:

- A scholarly appreciation of different systems of Higher Education in Asia
- A positive and creative attitude to resolve issues in higher education

3. Topics

- Higher education system in China
- Field Trip of the traditional higher education in China
- Higher Education system in Japan
- Higher Education System in Korea
- Higher Education system in Malaysia and Singapore
- Higher Education system in Thailand and Vietnam
- Innovative thinking and practices in higher education systems in Asia

4. Working Methods and Assessment

Activities involve interactive lectures, presentations by students, a field trip and an essay. Active participation in course work and thorough reading of relevant literature are required, as well as maintaining a reflective diary.

Deliverables

Deliverable 1: Power-point presentation

Students are required to present an academic poster.

Deliverable 2: Written essay

Students are required to write an essay describing innovative strategies for dealing with a specific HE challenge.

Evaluation

Basis of assessment	Score
Lectures	10
Presentations	30
Field Trip	10
Essay	50
Total	100

Score	Grade
	A (excellent)
91-100%	A- (very good)
81-90%	B (good)
71-80%	C (satisfactory)
61-70%	D (sufficient)
Below 60%-	Fail

13. Systems in Transition 3 – India

Credits: 5 ECTS, 125 hours student work load

1. Goals

The course aims to aid students' conceptual understanding of higher education systems in Asia, with a particular focus on India. Students will identify, understand, compare, and reflect on the existing and emerging higher education systems, perceptions, and processes in Asia.

We also aim at giving the students some practice in dissemination of knowledge gained on the course to scientists and laymen, through scholarly writings, posters, debates, discussions, etc. It is hoped that by the end of the course, students will be equipped to formulate and implement effective strategies to deal with emergent issues in higher education.

2. Expected Learning Outcomes

On successful completion of the module students will be able to:

Knowledge and Understanding:

- Understand the histories, current processes, and challenges of higher education system in Asia
- Analyse and compare different types of systems, processes, and issues in higher education

Skills:

- Present information gained in the course in oral, written, and visual formats
- Formulate innovative ideas and arguments for scholarly debates and writings on higher education
- Introspect and reflect on the knowledge and experiences gained in the course

Attitudes:

- A scholarly appreciation of different systems of Higher Education in Asia
- A positive and creative attitude to resolve issues in higher education

3. Topics

- Higher education in ancient and medieval times in Asia, with particular reference to India
- Continuity vs. Change in Higher Education in Asia
 - Differences in learners
 - Changing role of teachers in higher education
 - Evolving perceptions and policies

- Innovative thinking and practices in higher education systems in Asia
- Comparisons with US, UK, and European systems of Higher Education

4. Working Methods and Assessment

Activities involve interactive lectures, presentations by students, organizing a debate and a quiz, an essay, an academic poster and an examination. Active participation in course work and thorough reading of relevant literature are required, as well as maintaining a reflective diary.

Deliverables

Deliverable 1: Power-point presentation

Students are required to present an academic poster.

Deliverable 2: Written essay

Students are required to write an essay describing innovative strategies for dealing with a specific HE challenge.

Deliverable 3: Organizing a debate and a quiz

Students are required to write a compendium for questions for quizzes and debates.

Evaluation

Basis of assessment	Score
Presentation	10
Debate	10
Essay	20
Poster	10
Quiz	10
Diary	5
Examination	35
Total	100

Score	Grade
	A (excellent)
86-100%	A- (very good)
70-85%	B (good)
61-70%	C (satisfactory)
51-60%	D (sufficient)
Below 50%-	Fail

14. Insights from Practice: Higher Education in China

Credits: 5 ECTS, 125 hours student work load

1. Goals

Chinese higher education in a modern sense originated in the late 19th century. Since the founding of New China in 1949, on the basis of assimilating experiences of higher education development from industrialized countries in the world and the former Soviet Union, China has formed a relatively complete system of modern higher education. In 2010, the enrolment scale of Chinese higher education amounted to more than 31.05 million students, boasting the world's largest higher education system.

This course introduces the Chinese HE and its governing mechanisms. The different types of HE institutes, major stakeholders, and their governance structure for decision-making will be addressed. Furthermore, the course will systematically and critically evaluate contemporary issues in Chinese HE system. These include, but not limited to, internationalization of HE in Chinese, quality and accreditation, policy development, financing and budgeting, inclusiveness and access to quality HE, and technology diffusion. Students will be given the opportunity to analyse and develop creative solutions for these issues through intensive field-trip and project work.

2. Expected Learning Outcomes

On successful completion of the module students will be able to:

Knowledge and Understanding:

- Understand the processes and practices in the Chinese higher education system
- Analyse governance mechanisms in the Chinese higher education institutions
- Evaluate contemporary issues and challenges in Higher education system in China

Skills:

- Analyse and compare different types of systems of higher education in China
- Analyse critically the basic elements affecting the development of Chinese higher education
- Analyse critically the value behind the development in Chinese higher education
- Share the experience of different levels of universities in China
- Conceptualize and complete a small research project in their chosen area and topic using primary or secondary data
- Analyse and develop creative ideas to deal with the current challenges in Chinese higher education

Attitudes:

- Develop a scholarly overview of different systems and universities of Higher Education in China
- Appreciate the contextual nature of policy development and execution in Chinese Higher education
- Examine assumptions underlying issues of contemporary importance in Chinese higher education system

3. Topics

- Overview of Chinese Higher Education system
- Governance mechanisms in Chinese Higher Education
- Policy development, decision-making and constraints in Chinese higher education system
- Planning and budgeting for Higher Education in China
- Quality assurance and role of Accreditation in Chinese Higher Education
- Contemporary challenges in Chinese systems of Higher education

4. Working Methods and Assessment

The course will introduce Chinese HE system and the contemporary issues of importance through lectures and seminars. The intent is for students to conceptualize and design a small project based on the topic of their interest and dealing with Chinese HE. Further, the students will be given the opportunity to meet and interact with key stakeholders of different types of HE institutions and get practical insights regarding the governance, decision-making and challenges faced by HE institutions in China. The end product would ideally be a project report detailing the background of the issue, key challenges and a creative solution that may have an impactful and positive result.

Students are required to complete readings and interact with the instructor on regular basis. This requires active participation in lectures and thorough reading of relevant literature which will be assessed through an examination.

To facilitate gaining of practical insights about Chinese HE, students will engage in field-trips to various types of HE institutes in China. In these field-trips, students will interact with key stakeholders of the institute to get an authentic insight about their chosen topic and project.

Deliverables

Deliverable 1: Project Report

Students will work individually or in groups on a chosen topic about contemporary issues in Chinese HE. They will conceptualize, design and execute the project to deliver a creative solution on chosen topic. The end product will be a project report detailing what was done.

Deliverable 2: Project presentation

Students will be required to make a presentation on their project to relevant stakeholders.

Evaluation

Basis of assessment	Score
Lectures	20
Project work and report	50
Presentation	30
Total	100

Score	Grade
	A (excellent)
91-100%	A- (very good)
81-90%	B (good)
71-80%	C (satisfactory)
61-70%	D (sufficient)
Below 60%-	Fail

14. Insights from Practice: Higher Education in India

Credits: 5 ECTS, 125 hours student work load

1. Goals

Indian higher education (HE) system is the third largest in the world. According to some estimates India will have world's largest tertiary-age population and second largest graduate talent pipeline globally by the end of 2020. However there are inherent systemic issues underlying the Indian HE. This course introduces the Indian HE and its governing mechanisms. Focus will be on highlighting the different types of HE institutes, major stakeholders, and their governance structures for decision-making. Further, the course will systematically and critically evaluate contemporary issues in Indian HE system. These include, but not limited to, internationalization of HE in India, quality and accreditation, policy development in constrained environment, financing and budgeting large education system, inclusiveness and access to quality HE, and technology diffusion. Students will be given the opportunity to analyse and develop creative solutions for these issues through intensive field-trip and project work.

2. Expected Learning Outcomes

On successful completion of the module students will be able to:

Knowledge and Understanding:

- Understand the processes and practices in the Indian higher education system
- Analyse governance mechanisms in the Indian higher education institutions
- Evaluate contemporary issues and challenges in Higher education system in India

Skills:

- Analyse and compare different types of systems of higher education in India
- Conceptualize and complete a small research project in their chosen area and topic using primary or secondary data
- Analyse and develop creative ideas to deal with the current challenges in Indian higher education

Attitudes:

- Develop a scholarly overview of different systems of Higher Education in India
- Appreciate the contextual nature of policy development and execution in Indian Higher education

- Examine assumptions underlying issues of contemporary importance in Indian higher education system

3. Topics

- Overview of Indian Higher Education system
- Governance mechanisms in Indian Higher Education
- Policy development, decision-making and constraints in Indian higher education system
- Planning and budgeting for Higher Education
- Quality assurance and role of Accreditation in Indian Higher Education
- Contemporary challenges in Indian systems of Higher education, such as Indigenization, Internationalism, Inclusiveness, Policy Development in constrained environments, Innovative pedagogy, Technology diffusion across Indian Higher Education

4. Working Methods and Assessment

The course will introduce Indian HE system and the contemporary issues of importance through lectures and seminars. The intent is for students to conceptualize and design a small project based on the topic of their interest and dealing with Indian HE. Further, the students will be given the opportunity to meet and interact with key stakeholders of different types of HE institutions and get practical insights regarding the governance, decision-making and challenges faced by HE institutions in India. The end product would ideally be a project report detailing the background of the issue, key challenges and a creative solution that may have an impactful and positive result. This report would be disseminated to stakeholders through various channels such as white paper, policy paper, conference proceeding, LMTSM field-trip report.

Interactive lectures require students to complete readings and interact with instructor on regular basis. This requires active participation in lectures, thorough reading of relevant literature which will be assessed through an examination, as well as maintaining a reflective diary.

To facilitate gaining of practical insights about Indian HE, students will engage in field-trips to various types of HE institutes in India. In these field-trips, students will interact with key stakeholders of the institute to get an authentic insight about their chosen topic and project.

Deliverables

Deliverable 1: Project work & report

Students will work individually or in groups on a chosen topic about contemporary issues in Indian HE. They will conceptualize, design and execute the project to deliver a creative solution on chosen topic. The end product will be a project report detailing what was done.

Deliverable 2: Student presentation

Students will be required to make a presentation on their project to relevant stakeholders.

Deliverable 3: Examination

Students will be required to answer questions on given set of readings and will be assessed. Students are required to critically read recommended readings and answer exam questions. The reflective diary maintained by students during the course will facilitate students in this activity.

Evaluation

Basis of assessment	Score
Project work and report	50
Presentation	30
Examination	20
Total	100

Score	Grade
	A (excellent)
	A- (very good)
	B (good)
	C (satisfactory)
	D (sufficient)
	Fail

3rd Semester, 2nd part:
Specialization Modules

a) Research and Innovation – University of Tampere

- 15. Case Studies in Organisational Innovation**
- 16. Analysis of Higher Education and Innovation Policies**

b) Leadership and Management – Osnabrück University of Applied Sciences

- 17. Leadership and Change**
- 18. Management Game**

c) Institutional Research – Danube University Krems

- 19. Designing Institutional Research Studies**
- 20. Institutional Research and Strategic Foresight**

d) Learning and Teaching – Eötvös Loránd University

- 21. Programme Design, Delivery and Assessment**
- 22. Innovation in Learning and Teaching in Higher Education**

Research and Innovation – University of Tampere

15. Case Studies in Organisational Innovation

Credits: 5 ECTS, 125 hours student work load

1. Goals

The course aims at helping students diagnose organizational problems in the context of higher education and come up with innovation solutions by utilizing the theory and knowledge learnt during the MARIHE studies.

2. Expected Learning Outcomes

On successful completion of the module students will be able to:

Knowledge and Understanding:

- understand the procedures of analysing organizational challenges or problems.
- consult relevant theory and apply it into practical analysis of organizational problems

Skills:

- diagnose organisational problems and prescribe solutions

Attitudes:

- position themselves in real organisational settings for problem analysis and solution development

3. Topics

- Technics and procedures for doing organisational case analysis
- Examples of case analysis
- Exercise on case analysis or case development

4. Workings Methods and Assessment

Activities involving face-to-face sessions of 25 hours, online mentoring of 10 hours, individual and group learning of 100 hours.

All students are expected participate actively in actively in class discussions and other course activities. It is also expected that students have critically read the assigned pre-lecture readings and they should be prepared to discuss, critique and raise questions regarding the materials when necessary. Students are required to give an advance notification and explanation by email to the responsible teacher, if they will be unable to attend a class session (or part of it). Students who miss classes will need to complete an additional assignment given by the responsible teacher.

Deliverables

Deliverable 1: Case analysis report

With given organisational problems provided in given cases, students will write a case analysis report in which they will first diagnose the problem and then suggest solutions. When doing analysis, students will follow certain procedures and using appropriate analytical tools. The assignment will be based on group work (3-4 students in each group).

The paper must be written by using single spacing with 12 point font (not specified). The word count does not include the cover page, list of references, possible appendices, or other reference information.

The length of the paper should be between 6,000-8,000 words. Although the minimum number of cited references is not specified, students need to use citations whenever the information is taken from some literal source (e.g. from journal article, policy paper, book chapter, internet sources etc.). Papers will be submitted to Moodle by the time provided by the responsible lecturer. Papers will be graded (fail, 1-5)

Evaluation

Basis of assessment	Score
Case analysis report	100
Total	100

Score	Grade
	5 (excellent)
	4 (very good)
	3 (good)
	2 (satisfactory)
	1 (sufficient)
	Fail

16. Analysis of Higher Education and Innovation Policies

Credits: 5 ECTS, 125 hours student work load

1. Goals

The course aims at helping students diagnose organizational problems in the context of higher education and come up with innovation solutions by utilizing the theory and knowledge learnt during the MARIHE studies.

2. Expected Learning Outcomes

On successful completion of the module students will be able to:

Knowledge and Understanding:

- understand the main principles of evidence-based policymaking and policy analysis in the field of higher education and innovation policies
- identify the boundary conditions for the use of different types of policy instruments in the context of higher education and innovation policy
- identify concrete policy implementation processes in the field of higher education and innovation policies
- apply relevant theories and analytical frameworks for assessment and further development of higher education and innovation policies
- understand the major differences of the policy contexts, cultures and traditions in selected case countries / regions

Skills:

- assess and critique important public policy approaches and perspectives
- offer alternative policy solutions in line with the presented critique and the nature of policy problems
- follow independently the latest developments in policy research in topics related to higher education, research and innovation

Attitudes:

- accept the complex nature of policy problems and processes
- become open-minded for finding new and innovative solutions when developing policy approaches

3. Topics

- Basic concepts and essentials of policy analysis in the field of higher education, research and innovation studies
- Policy instruments and implementation techniques
- Policy programmes and their assessment
- The role of stakeholders in policy processes
- Supra- and multinational policies in the field of higher education, research and innovation, policy borrowing and policy transfer
- Evidence-based policymaking in the field of higher education, research and innovation

4. Working Methods and Assessment

Activities of the course are involving face-to-face teaching, pair work, selected webinars and podcasts offered by third parties (openly available online) and a final seminar presenting research findings seminar sessions of 30 hours, individual work 25 hours and group learning activities of 80 hours.

Class participation equals 50% of the course grade. Students are expected to attend all classes and seminar; absences will result to additional assignments. For each class, students are expected to read a compulsory pre-lecture reading(s) (1-3 chapters/journal articles etc. related to class topic) and designated section of course readings which are then discussed in classes. Classes are delivered in an interactive manner, i.e. utilising conversational teaching style, joint brainstorming sessions, and mind-mapping whenever appropriate. After the class, students are recommended to read “further readings” intended to deepening the knowledge offered in classes.

Deliverables

Deliverable 1: Reflection paper

In the end of the course, students submit individually a paper (about 5-7 pages) containing 1) their notes based on the attended webinar/podcast sessions and 2) a reflection section where they summarise their learning process related to the course.

Deliverable 2: PPT presentation in the final seminar

Students are instructed work in pairs to conduct a small scale policy analysis. In the final workshop, students present the tentative findings.

Deliverable 3: Development paper

Policy analysis paper equals 50% of the course grade. Students write in pairs a short policy analysis paper (12-15 pages) on a concrete policy-related challenge in the field of higher education, research or innovation policy. The assignment puts into practice the knowledge on policy analysis accumulated throughout the course.

Papers are graded by using the following criteria:

- Thoroughness of analysis
- Persuasiveness of arguments and offered policy solutions
- Organisation and clarity of writing
- Grammar, spelling, and other indicators of accuracy

Evaluation

Basis of assessment	Score
Class participation, incl. reflection paper and presentation	50
Development paper	50
Total	100

Score	Grade
	5 (excellent)
	4 (very good)
	3 (good)
	2 (satisfactory)
	1 (sufficient)
	Fail

Leadership and Management – Osnabrück University of Applied Sciences

17. Leadership and Change

Credits: 5 ECTS, 125 hours student work load

1. Goals

The course aims at helping students focusing on issues of the practice of higher education management, develop leadership skills of the students and professionalize the students on practices and tools of change management.

2. Expected Learning Outcomes

On successful completion of the module students will be able to:

Knowledge and Understanding:

- understand the theory and practice of organizational development and change management, including the relevance of these concepts in the context of competitive, market-oriented research and tertiary education systems
- understand the role and key factors of self-leadership
- acquire knowledge on project management in higher education and research contexts

Skills:

- develop solutions for complex problems of organizational change
- learn that there are no “one-size-fits-all”-solutions and that the higher education manager’s task is the individual configuration of change management settings
- reflect the academic cultural context and to adapt management reforms to it

Attitudes:

- to reflect and will also develop their own understanding of leadership styles and their skills and abilities to lead

3. Topics

- Leadership: state-of-the-art definitions
- Leadership styles
- Aspects and models for Self-Leadership

- Self-assessment
- Current challenges for leadership in the academic sector
- Requirements for leadership in the academic sector
- Concepts and key factors of organizational development and change management
- Strategies for change in HE and research institutions
- Case studies of change management (faculty management, Bologna implementation, implementation of new market-oriented steering and management instruments)
- Key factors for successful change management in HE and research institutions
- Project management in higher education institutions

4. Working Methods and Assessment

Deliverables

Deliverable 1: Oral presentation

of outcomes, incl. poster/ppt/didactical concept etc.

Deliverable 2: Group assignment preparation

Evaluation

Basis of assessment	Score
Group preparation	50
Oral presentation	50
Total	100

Score	Grade
	1.0/1.3 (excellent)
	1.7 (very good)
	2.0/2.3 (good)
	2.7/3.0/3.3 (satisfactory)
	3.7/4.0 (sufficient)
	5 (fail)

18. Management Game

Credits: 5 ECTS, 125 hours student work load

1. Goals

The course aims at helping students to make students get an integrated perspective on strategic management and change, balancing between crucial higher education management issues such as resource allocation, quality of teaching and research, leadership styles, organizational cultures, student satisfaction, human resources and external demands; to make students discuss and exercise with crucial management issues from different internal university stakeholder perspectives, such as university leadership, academics, administratives, financial administrators, HR managers, students, alumni, deans, etc.; to develop soft skills important to management and leadership: communicate, balance between various interests and group work versus individual interests; to professionalize the students in combining management tools and interests to develop acceptable and coherent strategies.

2. Expected Learning Outcomes

On successful completion of the module students will be able to:

Knowledge and Understanding:

- are knowledgeable about the concepts and processes of strategic management, leadership styles, change management, organisational culture and internal resource allocation mechanisms
- have an intensified knowledge and understanding of strategic and change management processes in complex multi-stakeholder situations
- know how different leadership styles can be used to bring about required change in an organisation

Skills:

- have hands-on practical experience with complex multi-stakeholder management dilemmas and processes in a higher education and research setting
- are capable to analyse complex management situations in which they relate personal (unit) interests to the overall organisational objectives and interests
- have learned how the activities of sub-units contribute to the overall organisational objectives and functioning

Attitudes:

- have experience with formulating arguments and how to bargain and lobby to protect their own (unit's) interest in complex multi-stakeholder management situations
- have experience with collaboration strategies to achieve one's unit's interests

- have further experience to analyse and present on a personally experienced management dilemma

3. Topics

- Universities as complex organisations
- Leadership styles (competitive values framework)
- Organisational cultures (competitive values framework)
- Financial management and internal resource allocation
- Strategic management
- Change management
- Practice strategic management processes
- Live into various stakeholder roles
- Self-assessment on own acting and playing management roles
- Simulation exercises in which roles and tasks differ and individual and collective interests need to be balanced
- Reflect on own real-life experiences in terms of strategic management dilemma's, organizational complexity, differences between formal and informal organisations

4. Working Methods and Assessment

Students are required to actively participate in course work, thoroughly reading of relevant literature, playing roles in simulation exercises, give an individual presentation and engage in classroom group discussions.

Deliverables

Deliverable 1: Oral presentation “Self-reflection”

Oral presentation, discussion and evaluation of own roles and actions (self-reflection).

Deliverable 2: Oral presentation “Strategic management dilemma”

Oral presentation of a strategic management dilemma from own experience in a real-life work situation. Use PPT or similar formats.

Evaluation

Basis of assessment	Score
Active participation and strategic handling in simulation exercises	30
Oral presentation "Self-reflection"	30
Oral presentation "Management dilemma"	40
Total	100

Score	Grade
	1.0/1.3 (excellent)
	1.7 (very good)
	2.0/2.3 (good)
	2.7/3.0/3.3 (satisfactory)
	3.7/4.0 (sufficient)
	5 (fail)

Institutional Research – Danube University Krems

19. Designing Institutional Research Studies

Credits: 5 ECTS, 125 hours student work load

1. Goals

The aim of this course is to support students to understand higher education institutions as organisations. It also aims at raising the activity of students and developing the capacities of working in groups on the theme of higher education management functions and issues and to develop an overview about the different units within higher education institutions.

2. Expected Learning Outcomes

On successful completion of the module students will be able to:

Knowledge and Understanding:

- understand the use of data in institutional decision making processes
- become acquainted with the sequences and steps of the process of institutional research
- understand key functions of institutional research
- understand specificities of the transformation of data into information
- identify research needs and define research questions associated with existing issues in higher education
- prepare a research plan including defined questions, research methods, a timeline for implementation as well as resource requirements
- translate institutional research findings into recommendations to support evidence-based decision making

Skills:

- organisational-analysis skills
- presentation skills
- cooperative skills
- communication skills
- critical-thinking skills

Attitudes:

- cultural openness
- positive attitudes towards international and European Higher Education Area and its diversity
- positive attitudes towards team-work and cooperative learning

3. Topics

- Understanding institutional research
 - The functions of institutional research (inside and outside perspectives)
 - The history of and recent developments in institutional research
- Institutional decision support through research
 - How to transform data into information by using reporting and analysis instruments
 - Communication with different audiences
- Data Management and Governance
 - Valuing data: quality, security, privacy, and access
- Applied Research Design for institutional research
- Data-driven Decision Cultures

4. Working Methods and Assessment

The course is divided into two stages. First, based on the literature, students present a literature review and major functions and perspectives of institutional research and discuss the use of institutional research in higher education decision making. During the first session, double teams will be formed to cover the different “chapters” including, history, theory and practice of institutional research.

The second part of the course is dedicated to gain first experiences with tools and techniques of institutional research. Students learn to take advantage of methods and instruments of institutional research based on institutional case studies. Different teams will work on IR questions based on problems provided by the lecturer.

Deliverables

Deliverable 1: Team presentation “Theory”

Students are required to read documents/literature and prepare team presentations.

Deliverable 2: Team presentation “Case study”

Students are required to read documents/literature and prepare team presentations.

Deliverable 3: Reflective paper

Students are required to prepare and submit individual papers.

Evaluation

Basis of assessment	Score
The quality of the contribution to the theory presentation	30
Problem solving results and case study presentation in team	20
The quality of the individual paper submitted	50
<ul style="list-style-type: none"> Academic quality (elaboration, originality, relevant focus, structure) 	(20)
<ul style="list-style-type: none"> Use of literature 	(20)
<ul style="list-style-type: none"> Appearance, linguistic correctness 	(10)
Total	100

Score	Grade
	1.0/1.3 (excellent)
91-100%	1.7 (very good)
80-90%	2.0/2.3 (good)
66-79%	2.7/3.0/3.3 (satisfactory)
51-65%	3.7/4.0 (sufficient)
Below 50%	5 (fail)

20. Institutional Research and Strategic Foresight

Credits: 5 ECTS, 125 hours student work load

1. Goals

The aim of this course is to support students to improve institutional research and to use institutional research and foresight methods at higher education institutions. The course helps students to become institutional researcher by using research methods, institutional understanding and solution oriented acting. Students work with real institutional challenges and state of the art data to detect deficits and improve institutional performances. This course focuses on the role of assessment, evaluation, and other research and analysis techniques in supporting institutional planning, policy formation, and decision-making. This capstone course combines different aspects and shared knowledge-bases over the course of the programme and serves the students to assess their competences and skills before entering the job market.

2. Expected Learning Outcomes

On successful completion of the module students will be able to:

Knowledge and Understanding:

- develop and design independently institutional research projects
- combine recent information and future scenarios towards planning
- apply foresight methods in institutional research projects
- translate institutional research findings into scenarios to support evidence-based decision making

Skills:

- organisational-analysis skills
- presentation skills
- cooperative skills
- communication skills
- critical-thinking skills

Attitudes:

- critical thinking on long-term developments
- shaping the future, especially by influencing public policy
- positive attitudes towards team-work and cooperative learning

3. Topics

- Understanding foresight methods
 - Different foresight methods
 - Combining futures, planning and networking
- Institutional research and foresight
 - How to transform information into future scenarios
 - How to define scenarios
- Institutional strategy and foresight
 - Data, Information, Scenarios and Future
- Applied Foresight Methods in institutional research
- Data-driven Decision Making

4. Working Methods and Assessment

The function of institutional research also includes a collaborative role in convening discussions related to information needs and connecting internal and external producers and users of data with one another for purposes of informing decision making. Activities to inform and improve data, information, and analysis for decision support are also included in this course. New models that recognize students, faculty, and staff as key decision makers in order to better serve institutions in achieving their missions, goals, and purposes will be explored. Expansion of institutional research capacity will be achieved with institutional research and researchers' position in a coaching role, thereby expanding the cadre of data users and producers across the institution, resulting in a holistic institutional research function.

Deliverables

Deliverable 1: Theory team presentation

Reading documents/literature and preparing team presentations.

Deliverable 2: Case study team presentation

Reading documents/literature and preparing team presentations.

Deliverable 3: Reflective paper

Preparation and submission of individual papers.

Evaluation

Basis of assessment	Score
The quality of the contribution to the theory presentation	30
Problem solving results and case study presentation in team	20
The quality of the individual paper submitted	50
<ul style="list-style-type: none"> • Academic quality (elaboration, originality, relevant focus, structure) 	(20)
<ul style="list-style-type: none"> • Use of literature 	(20)
<ul style="list-style-type: none"> • Appearance, linguistic correctness 	(10)
Total	100

Score	Grade
	1.0/1.3 (excellent)
91-100%	1.7 (very good)
80-90%	2.0/2.3 (good)
66-79%	2.7/3.0/3.3 (satisfactory)
51-65%	3.7/4.0 (sufficient)
Below 50%	5 (fail)

Learning and Teaching – Eötvös Loránd University

As entry criteria, ELTE requires minimum 50 ECTS from previous studies in any of the following study areas: pedagogy, psychology, andragogy, sociology, law, social sciences, economic sciences or health sciences.

21. Programme Design, Delivery and Assessment

Credits: 5 ECTS, 150 hours student work load

1. Goals

The aim of the course is twofold, on the one hand students learn how to design and develop a higher education curriculum in team and what they learn from their own project based learning experiences on the other. The process of curriculum development and the project based learning are planned, developed and reflected together with the students in the seminar. It is one of the best ways to gain insight how an innovative and student-centred learning process can be developed and what kinds of strengths and problems these learning processes have.

In the process of programme design we focus on elaborating the learning outcomes of the programme which are based on the learning needs of the programme participants and the expectations of the labour market. The framework of programme design includes not only the planning of curriculum but the ways and methods of delivering the content and the assessment of learning and evaluation of the programme. The key features of programme design are student- and learning-centred and the implementation arrangements are planned in the context of the particular higher education institution.

2. Expected Learning Outcomes

On successful completion of the module students will be able to:

Knowledge and Understanding:

- understand the relationship between the higher education programmes and the world of workplace and labour market and become acquainted with what kinds of research methods help them to explore this relationship
- become acquainted with the sequences and steps of the process of programme design
- understand the role of learning outcomes, the learning activities that lead to the intended results and the assessment of the students, and of the programme as a whole.
- understand the challenges of the implementation of programme design in national and international higher education context

Skills:

- explore and diagnose the needs of students, labour market and society regarding the specific programme and based on these needs and expectations define the aims and learning outcomes of the programme
- based on the specific learning outcomes students will be able to define and plan the most appropriate delivery methods, content, learning activities, learning environments and assessment strategies
- analyse and evaluate the possibilities and constraints of the programme implementation
- collaborate with peers in order to develop a programme

Attitudes:

- become open to innovation in programme design, teaching and learning in higher education
- be open to the learning needs of students and to the expectations of the potential employees
- commit to critically evaluate the new challenges and problems of the higher education programmes
- become open to the continuous development of programme design and implementation

3. Topics

- Programme design and learning outcomes; the process of programme design, implementation and evaluation
- Learning outcomes and competencies
- The European Qualification Framework (EQF), the European Credit Transfer and Accumulation System (ECTS) and the Assessment of Higher Education Learning Outcomes (AHELO), European Area of Recognition Manual
- Programme design in higher education organizations: roles, structures and processes
- Competency-based higher education
- Assessment of learning outcomes and prior knowledge
- Programme implementation and quality development of the programme

4. Working Methods and Assessment

The learning process is structured by project-based learning in which students develop together a programme as a project product. The main steps of the programme design are the following:

- analysis of training needs, e. g. interviewing stakeholders, the representatives of the labour market, potential students,
- identification of the goals of the training programme,
- development of the competencies and learning outcomes of the programme,
- elaboration of the subject areas and structure of the programme,
- elaboration of the learning outcomes, main content, learning activities and assessment of each subject,
- designing the implementation and evaluation of the programme.

Deliverables

Deliverable 1: Reflective notes

Reading and taking reflective notes on programme design, implementation and evaluation.

Deliverable 2: Interviews with stakeholders

Planning the design process of the chosen programme, the students' group work and the diagnosis of the needs of potential learners, representatives of the labour market and higher education. Analysis of training needs, e. g. interviewing stakeholders, the representatives of the labour market, potential students.

Deliverable 3: Training programme

Planning the learning outcomes and elaborating the subject areas and structure of the programme. Discussing the developed programme and subjects. Designing and discussing the implementation and evaluation of the programme.

Evaluation

Basis of assessment	Score
Reflective notes	20
Stakeholder interviews	15
Training programme development	50
Active participation in group discussions	15
Total	100

Score	Grade
	(excellent)
	(very good)
	(good)
	(satisfactory)
	(sufficient)
	(fail)

22. Innovation in Learning and Teaching in Higher Education

Credits: 5 ECTS, 150 hours student work load

1. Goals

The trends of our societies create a range of challenges for teaching and learning in higher education. In response, higher education institutions and the research community worldwide have put increased focus on several contemporary principles as student- and learning centred teaching as problem- or project based learning. Research on how the brain works and how people learn have led to new approaches of learning and resulted new meaning of curriculum and curriculum design. When developing horizontal skills and transferring disciplinary knowledge their interactions are often debated, and still there is a strong focus on their relationship in general and specifically depending of the particular knowledge area. Emphasis on motivated learning aligned with understanding and active participation in a social and/or operational setting are key features of the new learning sciences.

The course aims at helping students identify these key research issues, map and process the relevant literature, act in contemporary research settings applying proper mix of research methods and interpret findings with the direct or indirect aim of improving the key features of teaching and learning in Higher Education.

This course will provide room for both discussing and experiment what learned about research in general and what research on teaching and learning means in higher education mean in two ways. The module demonstrates how research can help understand and develop teaching in Higher Education and how this approach develops the professional use of research as well.

2. Expected Learning Outcomes

On successful completion of the module students will be able to:

Knowledge and Understanding:

- understand the main challenges that generate increasing interest in research on teaching and learning
- know which science areas are the most influential regarding teaching and learning and what are the typical research questions
- understand the main differences between basic and applied research in the field
- understand the competing motives according to research results are interpreted, and how the perspective of research, policy and practice differ in this respect
- know the key findings of the contemporary domains of research on teaching HE, understand which have direct consequences on how teaching and learning in HE could be organised
- become acquainted with the multiple loops of research issues (what are the effective forms of learning and teaching, how institutions and systems can adapt their learning environment and their teaching-centred approaches to the new collaborative, cooperative activities,

problem-and project- and work-based learning, and how reflective research can play a direct role supporting this transition,

- understand how the application of the results of research in this field can be supported by other policy tools and functions at both organisational and at system level

Skills:

- map the relevant supportive scientific fields
- map the adequate methodological tools, continuously enriching the potential of their research repertoire
- interpret the identified main research results
- translate the research results to operational objectives (from macro, micro and nano perspectives)
- argue in favour or against certain approaches based on scientific evidence
- raise own research question in a design teaching context
- elaborate related research methods in collaborative manner with other professionals
- the manage the related task in partnership with all relevant stakeholders,
- identify conclusions, issues for learning (at multiple levels), plan operational steps

Attitudes:

- have positive relation to learning sciences
- be open to a wide spectrum of disciplines
- be committed to respond challenges of HE of our time
- be open to cooperate with diverse stakeholders, especially lecturers and students
- respect the diverse relations to the values of the traditional and the potential new approaches
- accept that the necessary changes can hardly be radical. Deep and durable improvement needs thorough implementation arrangements, long term commitment and persistence

3. Topics

- have positive relation to learning sciences
- be open to a wide spectrum of disciplines
- be committed to respond challenges of HE of our time
- be open to cooperate with diverse stakeholders, especially lecturers and students
- respect the diverse relations to the values of the traditional and the potential new approaches
- accept that the necessary changes can hardly be radical; deep and durable improvement needs thorough implementation arrangements, long term commitment and persistence

4. Working Methods and Assessment

The course will be organised in research based way. In the first part of the course the students will have to map the contemporary research scene (both the key concepts and the main research questions/issues) in the field of teaching and learning in HE. The students will do their mapping partly

alone partly in small groups covering major research areas. At the end of the mapping exercise they will introduce their findings with the task of provoking the occurrence of the competing arguments.

In the second half of the course they will be paired with HE professionals to assist them in a design based teaching exercise. This will be a reflective process in which they will directly be involved in learning and teaching experimental research exercise. At the end of the process they will introduce their results for gathering of their student fellows and the involved academics.

In the first part of the course, for each lesson there is either 1) a compulsory reading, or 2) the students have interpret and analyse a certain case of university teaching practice. Also, students have to actively participate in the various tasks (e.g. analysing cases, explanations, cooperative learning tasks, interpreting research findings) during the whole course.

In small group every participant has to choose a certain topic from the course content, and then plan a lesson to their peers. In preparing the lesson, the students have to read 3-5 articles about the topic, and write a 40 minutes lesson plan with the support of the teacher. After teaching in small groups, the seminar group will reflect on the learning-teaching process and the intended and achieved learning outcomes.

Deliverables

Deliverable 1: Reading reflections

Reading and taking reflective notes in pairs about the concepts, methods and results research learning and teaching in HE.

Deliverable 2: Course/class research design documents

Students will work in pairs based on a chosen topic HE subject (course). They will plan the outline of a course, plan and teach a class and reflect on the entire process, followed by a joint planning and implementation of the design based teaching period.

Deliverable 3: Closing presentation

Students present the results for the wider community.

Evaluation

Basis of assessment	Score
Reflective notes	30
Joint project definition	20
Joint planning and implementation	30
Presentation	20
Total	100

Score	Grade
	(excellent)
	(very good)
	(good)
	(satisfactory)
	(sufficient)
	(fail)

4th Semester

Master Thesis

Credits: 30 ECTS, 810 (UTA)/900 (UASO)/750 (DUK)/900 (ELTE) hours student work load

The Master Thesis is supervised by the Partner institution where the student has accomplished the two specialisation modules:

- Research and Innovation – University of Tampere/Finland
- Leadership and Management – Osnabrück University of Applied Sciences/Germany
- Institutional Research – Danube University Krems/Austria
- Learning and Teaching – Eötvös Loránd University/Hungary

1. Goals

The final thesis (Master Thesis) should be a comprehensive written work which is assessed against the academic standards for evaluating the quality of research. The purpose of the thesis is to add to the body of knowledge from the topic of the thesis, resulting from the independent scientific work of a student. The thesis is written at the end of the programme and provides the opportunity to the students to delve more deeply into and synthesis knowledge acquired in previous studies.

2. Expected Learning Outcomes

On successful completion of the module students will be able to:

Knowledge and Understanding:

- understand the basic principles of research writing processes and techniques
- demonstrate in-depth knowledge of the major field of study
- understand how data are collected and analysed
- know the role of theories in research and understand how to conceptualise them in the context of the study

Skills:

- identify a research topic and formulate a research question that furthers the knowledge within a field relevant to higher education management
- conduct a thorough literature review and present the results of the review in an evaluative manner
- conduct a comprehensive study in accordance with the scientific practices pertaining to the methods chosen, including collecting, analysing and presenting the results in accordance

with the ontological and epistemological foundations of the theoretical perspectives employed

- make a well-argued empirical, theoretical, and/or methodological contribution to the chosen research field from a scientific study
- provide implications for practice as well as suggestions for future research
- defend the research conducted, and evaluate and discuss other's research in a constructive and critical manner
- present results of a scientific study to an audience outside of the specific area of expertise
- develop their readiness to continue to doctoral studies

Attitudes:

- readiness and willingness to practice open-minded, critical and analytical thinking and logical reasoning when evaluating the reliability of knowledge produced by media outlets, policy makers, researchers, experts and other 'knowledge authorities' in a society
- commitment to fundamental research ethics or conscious to the ethical aspect of research work

3. Topics

The thesis will give the student an opportunity to work on a subject concerning a sub-section of some of the completed MARIHE courses and thus gain specialised knowledge of the subject and to produce and present a well-founded scientific study.

4. Working Methods and Assessment

Each of the students is assigned a first and a second thesis supervisor. In addition to one-on-one supervision, appointments between the students and their supervisors, joint Master Thesis seminars are organised in where students are expected to hold presentations related to their thesis. Seminars are first and foremost intended to offer support for students in the form of peer learning and collective support, they are not "accountability tools" to verify the student progress. Activities of the course are involving face-to-face seminar sessions of 25 hours, individual supervision of students 25 hours, thesis presentations 5 hours and individual learning activities (thesis writing and preparations for thesis presentation).

Deliverables

Deliverable 1: Seminar papers and PPT presentations

One-to-one supervision, thesis writing, presentations (MT proposals).

Deliverable 2: Master Thesis

The thesis should be in the research and analysis track 18.000-22.000 words (approximately 70-100 pages in length). More specified instructions are given to students in a written in the "MARIHE Guidelines for writing and grading Master Theses", a joint thesis guideline for the whole MARIHE consortium.

Upon the submission of student's thesis, the thesis is presented to an audience (Master Thesis defence). The audience consists of fellow students and local academic staff, but it is also open for other members of the university community. The audience may ask questions related to the topic of the thesis.

Evaluation

Two evaluators are appointed for a Master Thesis, one of which is usually the supervisor of the thesis. The evaluators submit their statement to a student within three weeks' time from the date the student has submitted the thesis. Theses are evaluated with the following criteria:

Grade	Topic	Research problem and questions	Theoretical framework	Methods and data	Analysis and presenting findings	Interpreting findings and drawing conclusions	Scientific conventions
Sufficient	The author introduces the topic only briefly and superficially, and discusses it in a declaratory manner. The link between the topic and the current discussion in the field is non-existent.	The author gives little reason or context for the research problem and only poorly connects the theme with theory or social phenomena. The research problem is uncomplicated.	The theory is not very relevant to the topic. The author is not very familiar with the literature, and uses few references. The framework is constricted and consists mainly of summarising the literature. Concepts are imprecisely or poorly defined.	The author does not explain his/her choice of method. The data are inadequate and ill-defined, and the author does not describe how the data were chosen or acquired. The method and data do not suit the research problem.	The author makes inadequate use of the data. The analysis is reliable but superficial, and the author presents his/her findings in an inconsistent, list-like manner. As a whole, the thesis meets the minimum requirements but has many shortcomings.	The conclusions are disordered, fail to answer the research questions properly, and are only loosely based on the analysis.	The structure of the thesis is unbalanced. The language and form of the thesis fail to meet the conventions of scientific writing.
Satisfactory	The topic is common, and the author gives little reason for choosing or discussing it. The link between the topic and the current discussion in the field is loose.	The author presents the reasons for choosing the research problem and contextualises it in a satisfactory but rather superficial manner. The research problem and its definition are imprecise and/or inconsistent.	The relevance of the theory, the author's familiarity with the literature, and the extent of the literature review are satisfactory. The framework is superficial, and the literature is reviewed mechanically and often summarised. Definitions of concepts are textbook-like and/or inaccurate at times.	The author explains his/her choice of method only briefly. The data are limited, and the author does not define the data clearly or report how they were acquired in sufficient detail. To some extent, the method and data are ill-suited to the research problem.	The use of data is inadequate. The analysis demonstrates a reasonable command of method: it is reliable, but not entirely accurate. There are some small problems with how the findings are presented.	The conclusions are weak and only partly based on the analysis. The author does not discuss their scientific significance.	The structure of the thesis is slightly out of balance. There are clear insufficiencies in following the conventions of scientific writing.

Grade	Topic	Research problem and questions	Theoretical framework	Methods and data	Analysis and presenting findings	Interpreting findings and drawing conclusions	Scientific conventions
Good	The topic is fairly challenging. The introduction is logical and brings up interesting practical and theoretical viewpoints.	The author justifies and contextualises the research problem well and ties it to theory or social phenomena. The research problem is specific, consistent and challenging.	The relevance of the theory, the author's familiarity with the literature, and the extent of the literature review are good. The construction of framework demonstrates that the author is able to review the literature critically. Definitions of concepts are consistent and based on theory.	The choice of research method is well-reasoned but not original. The data are sufficient and clearly defined, and the choice of data is well-justified. The method and data fit the research problem well.	The author makes good use of the data. The analysis demonstrates a good command of methodology, and it is precise, reliable and sufficiently extensive and thorough. The author presents his/her findings consistently. As a whole, the author's analysis and presentation of the findings are reasonably good.	The author draws conclusions from the analysis and answers the research questions, but discusses the scientific significance of his/her findings only briefly.	The structure of the thesis is reasonably well-balanced. The author has a good command of the conventions of scientific writing, and the language of the thesis is mostly good.
Very good	The topic is challenging, and the author justifies its choice well, both from the practical and the theoretical perspective. The introduction is consistent and insightful.	The research problem is professionally reasoned and contextualised. Connections to theory or social phenomena are strong, and the author presents them clearly and intelligently. The research problem is challenging and innovative.	The relevance of the theory, the author's familiarity with the literature, and the extent of the literature review demonstrate that the author has a very good command of the topic. The author constructs the research framework insightfully and by analysing the literature critically. The author defines concepts specifically, and the definitions are theoretically well-justified.	The author discusses the suitability of various methods and takes an original approach to methodology. The data are extensive, and they are well-defined and well-described. The author succeeds in connecting the method and data to the theoretical framework.	The author uses the data competently and handles them carefully and thoroughly. The analysis demonstrates that the author has an above-average command of the methodology, and the analysis is systematic and precise. The author presents the findings reliably and consistently.	The findings answer the research questions and are based on the analysis. In addition, the findings are socially or scientifically significant, and the author discusses their significance commendably well.	The structure of the thesis is well-balanced; the conventions of scientific writing are applied well; and the layout is excellent. The language is impeccable.

Grade	Topic	Research problem and questions	Theoretical framework	Methods and data	Analysis and presenting findings	Interpreting findings and drawing conclusions	Scientific conventions
Excellent	The topic is highly challenging. The author introduces it skilfully and anchors it insightfully to the social and scientific discussion, opening new viewpoints in doing so.	The research problem is designed exceptionally well. It links closely with scientific discussion on the topic and on the gaps or contradictions in literature. The research problem takes research in a new direction or otherwise demonstrates critical open-mindedness in relation to previous research.	The relevance of the theory, the profound knowledge of the literature, and the extensive literature review demonstrate exceptional maturity. The author constructs the framework analytically, critically, synthetically and innovatively. Concepts are defined consistently and theories applied in an innovative manner.	The author makes an independent and mature choice of method instead of adopting a method used in previous studies. The data are diverse, and both their selection and their definition demonstrate innovativeness. The author connects the method and data particularly well with the theoretical framework.	The author makes excellent use of the data. The analysis is careful, systematic and insightful, and demonstrates that the author has an excellent command of the method or perhaps even develops the method further. The author presents his/her findings reliably and logically. As a whole, the author succeeds exceptionally well in analysing the data and presenting his/her findings.	The conclusions are insightful, and the author compares them critically against alternative interpretations. The author demonstrates that the findings expand on previous theoretical and empirical knowledge.	The structure of the thesis is well-balanced, and the conventions of scientific writing are applied in all respects. The language of the thesis is fluent, eloquent and conceptually precise.

***** end of document*****