

	<b>PED-1021/6021 Education in Emergencies</b>
<b>Name</b>	Bokmål: Education in Emergencies Nynorsk: Education in Emergencies English: Education in Emergencies
<b>Course code and level</b>	PED-1021/6021
<b>Type of course</b>	This course is open as a singular course.  The course is available for bachelor students at UIT and educational personnel working with education in emergencies.  <del>The course is limited to 30 students each fall, with</del> 15 places <u>is</u> reserved for The Norwegian Refugee Council program.
<b>Scope of course</b>	10 ECTS points
<b>Required / recommended previous knowledge</b>	Higher Education Entrance Qualification and certified language requirements in English.  Application code: 9199
<b>Course contents</b>	Children and young people affected by stress from war, crisis and displacement often have difficulties in learning and functioning at school. They experience a sense of chaos, loss of concentration, reduced memory—making it hard to keep up in the classroom or do their homework. Teachers have a crucial role to play in helping students recover from emergencies, by providing a structured school environment and re-establishing a learning environment where children can experience a sense of stability and safety.  This course provides an introduction on how to plan, design and implement psychosocial support based on research and international guidelines for best practices. The aim of psychosocial support are to improve conditions for learning by helping children to recognize and manage stress, improving their ability to concentrate in class and engage meaningfully in the learning process.  The course is designed for students and professionals working or planning to work within the field of Education in Emergencies. The aim is on designing, planning and implementing psychosocial support for pupils affected by the stress of conflict, war and being a refugee. By the end of the online course, students will know the importance and the evidence base for psychosocial support. Moreover, the course provides an overview of professional educational help for pupils in emergencies.
<b>Learning outcomes</b>	Upon completion of the program, the candidate should have the following learning outcomes:  <b>Knowledge</b> A broad knowledge of: <ul style="list-style-type: none"> <li>the history and evolution of education in emergencies as a distinct field of study</li> <li>the existing state of knowledge: the research and development within the field</li> </ul> <b>Skills</b> Capacity to: <ul style="list-style-type: none"> <li>identify and review relevant literature on education in emergencies</li> <li>discuss the key theories and debates informing education in emergencies</li> <li>contribute in planning psychosocial interventions for students in emergency settings and</li> <li>provide explanations and evidence for psychosocial interventions</li> </ul>

	<p><b>Competence</b> Ability to:</p> <ul style="list-style-type: none"> <li>• explain for professionals how violence, conflict and war affect students in their school functioning</li> <li>• explain principles of psychosocial support for students, teachers and parents being exposed to war and conflict</li> <li>• use the theoretical basis for psychosocial support for planning psychosocial interventions</li> <li>• identify and analyze possible ethical challenges regarding psychosocial interventions in education in emergencies.</li> </ul>
<b>Relevance in the degree program</b>	Should be provided, but not a requirement.
<b>Teaching and working methods</b>	<p>The course will generally consist of the following parts:</p> <ul style="list-style-type: none"> <li>• First, lectures on theory and practice, explanation of approaches, techniques, and international guidelines on psychosocial support. All lectures are pre-recorded and divided into modules of similar topics.</li> <li>• Second, online discussions by students, case analysis and self-evaluation by multiple-choice tests after each module.</li> </ul> <p>Students can access online educational materials and view lectures at any time as long as they are accepted as a student and registered on this course.</p>
<b>Practice</b>	
<b>Quality assurance of the course</b>	All courses will be evaluated once during the period of the study program. The board of the program decides which courses will be evaluated by students and teacher each year.
<b>Coursework</b>	<p>The following coursework requirements must be completed and approved in order to take the final exam:</p> <p>Each student are required to deliver a written assignment on total five pages. Detailed description of the assignment will be presented during the course.</p>
<b>Assessment and exam</b>	<p>The exam will consist of:</p> <p>A two-week home based written exam on a given. The paper is electronically summited. Maximum length is seven pages.</p> <p>The final course grade will be made up of the final written exam. Grading ranging from A-F, where F is failure to pass the exam.</p>
<b>Retake</b>	Retake is offered in in the beginning of the following semester in cases of grade F or Fail. Deferred examination is offered in the beginning of the following semester if the student is unable to take the final exam due to illness or other exceptional circumstances. Registration deadline for retake is January 15 for autumn semester exams and August 15 for spring semester exams.
<b>Syllabus</b>	Approximately 700 pages
<b>Language of instruction and examination</b>	English