PDF

Mikael Palme & Donald Broady, International Master's Degree Programme in
Educational Sciences, August 1993 – December 1995,
Stockholm Institute of Education, 1993, 34 p.

Information om det drygt tvååriga masterprogram som gavs i Maputo, Moçambique
1993–1995, med en lärarstab huvudsakligen från Stockholm. Utbildningsanordnare
var Samhällsvetenskapliga fakulteten vid Stockholms universitet. "Director of
studies" och huvudhandledare var Donald Broady men det löpande arbetet
samordnades av koordinatorn Mikael Palme. Lokal koordinator i Moçambique var
João Carlos Mendes Lima, National Institute for Education Development (INDE),
Maputo. Deltagarna var moçambikiska studenter för vilka programmet ledde fram till
en examen benämnd International Master's Degree enligt ett särskilt beslut av
Samhällsvetenskapliga fakulteten vid Stockholms universitet (en examen som i övriga
landet avskaffades 1993). I dokumentet återges studieplanen samt de antagna
kursplanerna för de femton kurser som ingick i programmet.

STOCKHOLM INSTITUTE OF EDUCATION
SWEDEN

INTERNATIONAL MASTER'S DEGREE PROGRAMME IN EDUCATIONAL SCIENCES

August 1993-December 1995

Master's degree programme in educational sciences

The programme is given in Mozambique by the Stockholm Institute of Education, the Master's degree being issued by the Faculty of Social Sciences at Stockholm University to which the Stockholm Institute of Education belongs. The programme is oriented towards educational research; it aims at preparing the students specifically for research in this area.

Students will obtain the International Master's Degree, a post-graduate degree regulated by the Swedish university regulations in use until 1993. The Faculty of Social Sciences has authorised the Institute to issue the degree in relation to this specific programme up till 1996.

For students who are admitted to the post-graduate doctoral programme at the Stockholm Institute of Education, most courses in the Master's degree programme will be considered in the doctoral programme. The Institute cannot guarantee, however, that other academic institutions to which students may apply will accept the credit courses as integral parts of their doctoral programmes.

The Master's degree programme contains 13 regular courses, varying from 1 to 3 credits, and a thesis corresponding to 20 credits. In addition, students are expected to study one semester abroad, mostly at universities in neighbouring countries where they will attend credit courses. It is expected that these courses correspond to the equivalence of at least 6 credits in the Swedish university system (The Stockholm Institute of Education will give equivalence for the courses after evaluating their academic standard).

Credits are given according to accepted standards at Swedish universities. 1 credit corresponds to 1 week's full time studies and to approximately 250 pages of compulsory reading. The courses are as follows:

Course	Credits
1. History of Education in Eastern Africa and Mozambique	2
2. Bilingualism	3
3. Sociology of Education	3
4. Mozambican languages	2
5. L2 learning of Portuguese	1
6. Conceptual studies	3
7. Second language learning and teaching	3
8. Educational assessment and pedagogical measurement	2
9. Classroom interaction	3
10. Curriculum theory	3
11. Economy of education and educational planning	3
12. Epistemology and methodology: qualitative methods	3
13. Epistemology and methodology: quantitative methods	3
14. Optional courses	6
15. Thesis	20
Total credits	60

Parallel courses
English: Parallel to the Master's degree programme, compulsory English classes will be given throughout the whole teaching period.

Students going abroad may be expected to pass English or Amercian language proficiency tests.

Computer science: Regular classes will be given in applied computer sciences. At the end of the Master's programme, students are expected to have become fairly experienced users of some of the most frequent packages, such as Word for Windows and Excel.

Library techniques: Students will further attend classes in library techniques. These include classes on how to use computerised means of information, such as CD-ROM techniques or searching information in foreign databases.

Assessment

Students will be assessed in each course. The thesis will be defended academically and evaluated by a scientific jury appointed by the Stockholm Institute of Education.

Assessment will focus on the student's ability to understand and make fruiful and creative use of scientific notions, theories or methods, especially in a Mozambican or African context. It is expected that most courses contain "applied" parts (fieldwork, etc.) that help students to establish links between the Mozambican educational situation and the subject matters that are taught.

It is further expected that students write at least one paper or produce at least one written assessment task in each course. In principle tests will not be used as an instrument of assessment of student performance.

Course organisation

Courses will be organised in such a way that students are expected to study full time in the periods when classes are given. Normally there will be an interval between two courses of one month or more. This system will make it possible for students to carry on their normal research activities during non-teaching periods. An exception will be the study visit abroad (4-6 months).

The present plan for the distribution of courses is as follows (plans may be subject to change):

1993		
August	September	October
Hist of Education Conceptual Studies, part I (2-13/8)	Bilingualism (30/8-24/9)	

November	December
Sociology of Education (1-26/11)	Mozambican languages Learning of Port as L2 (30/11-17/12)

July	August	September
Economy of educ & education planning	Quantitative methods	thesis work

October	November	December
thesis work	thesis work	Present of thesis

1994

January	February	March
Concept stud, II (17/1-4/2)		

April	May	June
L2 teaching and learning (4-29/4)		Educational assessm (27/6-15/7)

Director of studies and academic supervisor of the Master's degree programme is Professor Donald Broady, Stockholm Institute of Education. The programme is co-ordinated by Dr Mikael Palme, Stockholm Institute of Education. Local co-ordinator in Mozambique is Dr João Carlos Mendes Lima, National Institute for Education Development (INDE).

July	August	September
	Classroom interact. (1-26/8)	Curriculum theory

October	November	December
		Qualit. methods (28/11-16/12)

1995
February-May (June): Study visits abroad

Stockholm Institute of Education: Master's degree programme in educational sciences

THE DEVELOPMENT OF EDUCATION IN EASTERN AFRICA AND MOZAMBIQUE (2 CREDITS)

Course objectives: The course surveys the development of education in eastern Africa since the pre-colonial period to the present. Its main objectives are to help students gain an understanding of the major historical determinants of educational developments and to identify and suggest solutions to problems facing education in the region. Further, students will be acquainted with the main determinants in Mozambican educational development.

Course content: The role of History of education. Theory and practice of African indigenous education. Islamic education. Education in Eastern Africa before 1900. Education 1900-1920. Education in the interwar period. Education up to 1960. Educational developments after independence. Differences between former English, French and Portuguese colonies. Current issues in African education. History of education in Mozambique and factor determining its development.

Mode of teaching: Lectures and seminars.

Examination: 2 short essays and a report of a field study of indigenous educational practices of a specific Mozambican ethnic group or the development of an aspect of education in Mozambique.

Literature: Daniel N. Sifuna: *The Development of Education in Africa*. Nairobi: Initiatives, 1990. 190 pages.

Main lecturer and examiner: Professor Daniel N. Sifuna, Faculty of Education, Kenyatta University.

Guest lecturers: Dr Machili, Mozambique.

The course will be given during a 2 weeks period in the beginning of August 1993.

BILINGUALISM (3 CREDITS)

Content of the course: This course constitutes a general introduction to some core concepts, methods and theoretical frameworks employed in bilingual studies. It's purpose is to provide the student with the background and tools necessary to critically assess work in the area, and to plan and implement smaller investigations on topics of bilingualism.

A central component of the course deals with the matter in which children acquire language in a multilingual setting. Different patterns and strategies of bilingual development are illustrated, and these are interpreted in relation to type of family socialisation practices, patterns of language use in the community and societal ideologies of language development. In this context, theories on the relation between multilingualism and children's cognitive, emotional and social development are also treated.

A second major area comprises an orientation to educational aspects of bilingualism. Contemporary models of bilingual schooling are presented and their effects on students' academic achievement and language development are discussed. Special importance is accorded to the treatment of framing factors (e.g. social, economic, cultural and political) that constrain the way a programme can be designed. This course component concludes with a treatment of methods for bilingual programme evaluation.

A third focal component deals with types of multilingual societies and the concepts for describing them. Models of language planning and policy, the role of language in identity and the importance of attitudes towards language are dealt with here, as well as factors on the societal level that determine whether a group of speakers will retain or loose their language(s) in a linguistic contact situation.

The course concludes with a study on the effects of language contact on linguistic systems. Here, the structure and function of code-switching and code-mixing in different societies are also studied, and theoretical models that account for the phenomena presented. An overview of what constitutes contact languages (pidgins and Creoles) concludes this section of the course.

Structure of the course: The course will mainly consist of lectures and seminars on the literature. Participants will, however, be required to actively present and discuss specific issues in the literature, as well as, in collaboration with colleagues, produce a summary review on a given topic for class presentation.

Examination: Students will be required to actively participate in seminars and to present a paper in English (15-30 pages) on a topic addressed in the course.

Literature:
Appel & Muysken: *Language contact and bilingualism*
Afolayan: Bilingualism and bilingual education in Nigeria (in Paulston, ed.: *International handbook of bilingualism and bilingual education.* 1988)
Mukeba: Some aspects of bilingualism and bilingual education in Zaire (in Paulston, ed.: *International handbook of bilingualism and bilingual education.* 1988)
Herbert, R. (ed.): *Language and society in Africa: The theory and practice of sociolinguistics* (selected articles)

Main lecturer and examiner: Christopher Stroud, Ph.D., Centre for Research on Bilingualism, Stockholm University.

SOCIOLOGY OF EDUCATION (3 CREDITS)

Contents of the course: The course constitutes an introduction to some key problems in the sociology of education. These problems will be addressed by focusing on the work of a major modern sociologist, that of Pierre Bourdieu. Through a number of lectures and through reading of the course literature, students will be introduced to the key concepts of Bourdieuan sociology - habitus, capital and field - and get familiarised with how these concepts have developed and how they are used in various empirical studies.

The course will combine this more theoretical approach to Bourdieuan sociology with an "applied", methodologically oriented exploration of these concepts through attempts to apply them in the analysis of fundamental aspects of education in Mozambique and Africa.

The following aspects of education and of education systems will be addressed in the course:

> * the social function of the educational systems in the industrialised world and in developing countries, in particular Mozambique (various forms of symbolic and economic capital in society, educational and cultural capital; the social structure of Western and Mozambican society; the social uses of the systems of education; educational strategies of various social groups)
> * the social uses of education, especially in peasant society; drop out problems (habitus, capital)
> * the meeting between school (as a state institution that is submitted to external, political and economic, demands, but also bearer of specific internal traditions) and children from various social groups, in Mozambique in particular peasant

children; the question of how curricula, including the "hidden curriculum", and content relate to school children's culturally framed conceptions (habitus) and to local systems of knowledge

* the selection and formation of elites (structure of the education system; mechanisms of social selection; educational, cultural and other characteristics of the elites)

* the framing and articulation of educational policies (the concept of "field" applied to the analysis of the state and other concerned agencies, in Mozambique including the donor agencies)

* class room interaction in a sociological perspective

* inherited traditions in the educational system, in Mozambique often of colonial origin (semi-autonomy of the educational systems and these systems capacity of preserving or reproducing inherent organisational forms of values, such as particular forms of examination or specific linguistic ideals)

* a sociological approach to teachers; for Mozambique: different "generations" among Mozambican primary school teachers

* the historic and current role of other forms of schooling, in Mozambique missions schools, koranic schools, etc.

Parallel to these contents, the course will put forward a number of epistemological and methodological issues, with Bourdieuan sociology as a point of departure. Bourdieu's relational approach in sociological analysis will be exemplified and applied. The theoretical/methodological importance of the notion of habitus will be highlighted and opposed to alternative conceptualisations of the

relation between objective structures, on the one hand, and social subjects or agents, on the other hand. The use of quantitative methods for clarifying systems of relations will discussed, as will certain so called qualitative methods (life stories, ethnographic observation, etc.).

Structure of the course: Two introductory lectures/seminars will give a general outline of Bourdieu's sociology, and in particular of his sociology of education.

Three or more lectures/seminars will focus on the notion of "habitus". Examples of how the concept is used in Bourdieu's sociological studies of education will be given, with a certain emphasis on Bourdieu's early Algerian studies which are judged to be specifically relevant to the Mozambican context. Further, Bourdieu's text on Panofsky and the relationship between gothic art and scholastic thinking will be discussed. As another example, a chapter from *The Inheritors* will be discussed. Paul Riesman's article on the formation of personality among the Fulani will be used as a way of articulating the phenomena of habitus in a traditional African society. Student's will be asked to provide examples of how the concept of habitus could be used in the analysis of various levels of the Mozambican educational system. Family education, as opposed to formal education, will be discussed.

Two or more lectures/seminars will be used in clarifying the notion of "capital". Examples of how the concept is used in Bourdieu's work will be scrutinised. The concept then will put to use in the analysis of the Mozambican society and educational system.

Two or more lectures/seminars will subsequently focus on the concept of "field". Examples of how the notion is operating in

Bourdieu's work will be analysed. The concept then will be applied in the analysis of education and society in Africa and Mozambique.

One or two lectures/seminars will be dedicated to a discussion of general and specific characteristics of the educational systems in Africa and in Western societies. For Africa, the colonial heritage in educational traditions will be discussed.

Two lectures/seminars will focus on a sociological approach to teachers and teaching. A sociological approach to class room interaction will be presented. For Mozambique, different "generations" of primary school teachers will be compared. Further, the relationship between teachers and the local community, and the social factors determining this relationsship will be discussed.

One or two lectures/seminars will discuss other forms of schooling. For Mozambique, the historic role of the missions and the historic and current role of Koranic schools will be discussed.

One or more lectures/seminars will focus on the social framing of educational policies and the role of donor agencies.

Examination: During the course, all students will be asked to prepare short presentations of course literature and to prepare short contributions where key notions are applied to the Mozambican or African context.

Moreover, students will be required to write a final one paper, in which the key concepts in Bourdieuan sociology are applied to education in Africa or Mozambique. (See annexed description of assessment tasks.)

Main lecturer and examiner: Dr Mikael Palme, Stockholm Institute of Education

Literature:

On the concept of habitus:

P. Bourdieu: "The Attitude of the Algerian Peasant Toward Time", in J. Pitt-Rivers: *Mediterranean Countrymen*. Paris and The Hague: Mouton, 1964, pp. 55-72

P. Bourdieu: "Estrutura, habitus e prática", in *A economia das trocas simbólicas*. São Paulo: Editora Perspectiva, 1987, pp. 337-361

P. Bourdieu: "Sistemas de ensino e sistemas de pensamento", in *A economia das trocas simbólicas*. São Paulo: Editora Perspectiva, 1987, pp. 203-229.

P. Bourdieu & J.c. Passeron: "Games Students Play", in *The Inheritors. French Students and their Relation to Culture.* Chicago: The University Press of Chicago, 1979, pp

Paul Riesman: "The Formation of Personality in Fulani Ethnopsychology", in Michael Jackson & Ivan Karp (ed.): *Personhood and Agency. The Experience of Self and Other in African Society*, Uppsala Studies in Cultural Anthropology, no 14. Uppsala: Almqist & Wiksell International, 1990, pp 169-190.

On the concept of capital:

P. Bourdieu: extract from "Fundamentos duma teoria da violência simbólica", in *A reprodução. Elementos para uma teoria do sistema de ensino*. Lisbon: Vega Universidade, no publishing year, pp. 11-36

P. Bourdieu: "The Forms of Capital", in J.G. Richardson (ed.): Handbook of Theory and Research for the Sociology of Education. New York: Greenwood Press, 1983, pp. 241-258

On the concept of field:

Selected passages from P. Bourdieu & Loïc J.D. Wacquant: *An Invitation to Reflexive Sociology*. Chicago: Polity Press, 1992.

On the education system and its transformations:

P. Bourdieu & J.C. Passeron: "Tradição erudita e conservação social" and selected passages from "Eliminação e seleção", chapters

2 and 3 of *A reprodução. Elementos para uma teoria do sistema de ensino.* Lisbon: Vega Universidade, no publishing year, pp. 185-230.

P. Bourdieu: Selected passages from *Distinction. A Social Critique of the Judgement of Taste.* Cambridge, Massachusetts: Harvard University Press: 1984. pp 125-132 from Chapter X, "The Social Space and its Transformations"; pp. 154-157 from Chapter 3, "The Habitus and the Space of Life-Styles".

On the sociological approach:

Marcel Mauss: "Conclusion regarding general sociology and morality", in *The Gift. The Form and Reason for Exchange in Archaic Societies.* London: Routledge,

Assessment tasks: Course on the Sociology of education and culture

One of the following topics should be chosen for a paper of 15 (minimum) to 30 pages Papers should make reference to the concepts discussed during the course (habitus, various forms of capital, perhaps the notion of field) and put these concept to use as analytical tools in the empirical context that is discussed in the paper.

Papers could be based on a variety of sources. One possibility would be to make one or several interviews with persons representing a specific experience, for example a mission school, a specific social career, a specific social group. You could also draw upon your own personal experience or make use of secondary written sources. Your paper doesn't have to end up with any definite conclusions. It is not supposed to be a research study. Perhaps you could just propose a number of perspectives on the theme you are discussing and give concrete examples that show that these perspectives would be worth studying more profoundly.

1. For a specific Mozambican "traditional" society that you are familiar with, describe in as much detail and with as many meaningful concrete, "ethnographic", examples as you are able to give, what is people's *habitus* in relation to education in a broad sense (family education, civic education) and to school education. What are the values attached to family and civic education? How does these values express themselves? How does the accomplished adult woman or adult man look like? How should they behave? How is school seen and understood? Is it entirely good? In what sense is it good and it what sense could it be bad or at least doubtful? Will schooling change man? How? How are teachers seen? What is people's relationship to what is being taught in school? What are the values attached to literacy? How is literacy actually used? Does education (formal education) unambiguously represent a symbolic capital in this society? How does this kind of symbolic capital (and its possessors) relate to other, perhaps still more important, forms of symbolic capital (and to the holders of these forms of capital)?

If you have yourself experienced a social career leading from a "traditional" rural society to your present position, you can very well use your own personal experiences. You could also make a limited number of interviews with representatives of a "traditional" society and discuss these interviews in your paper. Another alternative, still, would be to make use of other studies, that you comment upon.

If you make reference to Bourdieu's concepts (habitus, various forms of capital), try to make clear what is the meaning you give to them.

2. Try to give an analytical description of how someone who comes from a "traditional" or at least modest social environment in Mozambique can (or could) manage to enter the more well-established "modern" part of Mozambican society. How would such a social trajectory look like? What kind of "stations" are likely to be passed through and which alternative routes would be possible? What would be the role of education and educational capital? What forms of formal education (schools) would be (or were) available? What other kinds of capital would be important or necessary to have, for example social capital or political capital? Would economic capital be a necessary prerequisite or could that be replaced by other forms of capital?

Which aspects of one's habitus would be likely to at least partly change on the way? For example, does "modern" man (or woman) have to be more "individualistic"? Would other "attitudes" or other behaviour change, such as speech, ways of dressing, ways of relating to one's origin?

Try to point to fundamental aspects of one or several such "upward" social trajectories. Give as many meaningful concrete, "ethnographic", examples or details as you can. If you feel your own social trajectory is a good example, do not hesitate to take examples from your own life history. You can also make one or several interviews or make use of secondary sources.

3. Describe in as much detail as you can a specific Mozambican school institution. Try to explain what would be its structural position in the education system and in society as a whole, what kind of pupils/students it receives and what is the (likely) future of these pupils/students in relation to the (likely) future of pupils/students in other school institutions. Try to say as much as you can about the history of the institution and about its teachers. What are their social and educational trajectories? What are their characteristics (in relation to other groups of teachers or to other social groups? Try to make an "ethnographic" description of what life is inside the institution (time tables, rules regulating school life, relationships between students and teachers, exams, curricula, syllabus, ways of speaking and of dressing). Try to say something about what kind of habitus you think the institution tends to create in students, including beliefs (beliefs about the importance of the training and diploma, about future, about the rights of people having this diploma in relation to the rights of other social groups).

If you can make use of your own experience, do so. It could be particularly interesting to partly focus on the meeting with the institution, i.e. to do an ethnographic account of how this meeting was experienced. You can also base your paper on one or several interviews or on written sources such as autobiographies, etc.

In general, give as many meaningful details as you can. If you can make reference to what is known about a particular institution's social (and historic) role in Mozambique, for example as concerns Catholic or Protestant mission schools, such information would be of great value.

4. Try to describe one or several elite groups in Mozambique and the kind of capital they rely upon for their reproduction. What are their educational strategies? Do specific forms of family and formal education (including specific educational institutions) have special importance for specific groups? Could you possibly say that a specific group tends to develop a specific kind of habitus that is different from the habitus of other, competing groups? How? What other resources do these various elite groups possess? How and why do these resources function as resources (capital)? How do they recruit new members? What are the characteristics of their life styles? How do various elite groups relate to each other?

You can make use of one or several interviews with informants and perhaps of other kinds of information available at various ministries or in secondary written sources.

LÍNGUAS MOÇAMBICANAS - MOZAMBICAN LANGUAGES (2 CREDITS)

Objectives of the course: At the end of the course, students are expected to be able to:

(a) locate the different language zones, according to theories which will be introduced during the learning process (sections B and C).

(b) describe the main structural features of the Bantu languages of Mozambique (section D).

(c) depict the main different features between Portuguese, the language of official communication, and the African languages of the country, through some contrastive methods of analysis (section E).

Course contents:

As an intriduction, some operative concepts will be presented and discussed, such as the relationsship between language and dialect, language typology, language family, language group, language zone, as well as the terminology within the scope of Bantu descriptive linguistics (section A).

Further, the following sections will be covered:

B. Comparative linguistics and the origin of Bantu languages. Phonology and language typology. The prevailing theories of African language typology.

C. Languages of Mozambique. The status of language research and documentation. Language policy and development in Mozambique.

D. Some descriptive main features of the African languages in Mozambique. The phonological system. The morphology of Bantu languages. The morphosyntactic main features.

E. Selected topics for contrastive analysis between Portuguese and the Bantu languages of Mozambique: relativisation, causativisation, passivisation, transitivisation.

Assessment: The system of continuous assessment will be privileged. This system will be complemented by two written assignments and a final short dissertation report, which may dwell on either evaluation of the course as a whole or on any related subject to the course given.

Main lecturer and examiner: José Mateus Katupha, Ph. D., University Eduardo Mondlane

Literature:

ALFATBETIZAÇÃO EM PORTUGUÊS COMO LÍNGUA SEGUNDA - SECOND LANGUAGE LEARNING OF PORTUGUESE (1 CREDIT)

Course obejctives: kursplan fortfarande inte inlämnad av Mateus Luís

Course contents:

Assessment:

Main lecturer and examinor: Mateus Luís, M.A., INDE/Centre for Research on Bilingualism, Stockholm University

Literature:

CONCEPTUAL STUDIES (3 CREDITS)

Course contents: The focus of this course is on the conceptions that students and teachers hold about educational matters, methods of investigating these conceptions and their implications for education i a southern African country.

In recent years, there has been a rapidly growing interest in many countries in the world in the conceptions that students have about the subjects that they study in school, prior to, during and after instruction. Research has shown that students conceptions are surpsisingly extensive, very diverse, rooted in the whole culture of their lives, and in many cases stable and resistant to change. As a consequence, these conceptions play a significant role in instruction, being used by the students to make sense of and interpret what is being taught, with the outcome not always that intended by the teacher.

At the same time, there has been a corresponding interest in teacher thinking, partly as a response to the failure of attempts to understand teachers' practice purely in terms of their actions. The assumption is that the conceptions teachers hold about teaching, learning, and content are likely to influence how they teach, what sense they make of students' views, and how they will react to innovation and change. As with students, research into teachers' conceptions has identified similar characteristics of extensiveness, diversity, cultural groundedness, and tenacity.

An important aspect of these studies has been the growing recognition that understanding what students or teachers are saying or doing is more than simply listing these words or actions. Rather their meanings need to be sought in the broader context in which they occured. In other words, when ideas are transported from one context

to another, they do not necessarily have the same meaning in both contexts. Thus educational research cannot be imported without consideration of the cultural contexts in which it was produced and to which it is introduced; any application itself needs to be carefully researched in order to understand the local context.

The growth of interest in teachers' and students' conceptions has led to the introduction of different methods of investigating them. Such methods are generraly open-ended and qualitative in order to allow respondents to follow their own thoughts, rather than being constrained by the researcher's framework. This allows more freedom for the context that provides relevance and meaning to respondents to emerge.

Main literature:
Clarke, J.H.: *Patterns of thinking.* Needham Heights, MA: Allyn&Bacon, 1990)
Osborne, R. & Freyberg, P: *Learning in Science. The implications of children's science.* Portsmouth, NH: Heinemann, 1985.
White, R. & Gunstone, R: *Probing Understanding.* London: The Falmer Press (1992)
Selected articles (see below).

Course syllabus
1. Introduction to the study of
- students' conceptions: their prevalence, characteristics, and significance;
- constructivism and the role of conceptual and cultural ecologies;
- teachers' conceptions of content, learning and teaching.

Literature: Osborne, R. & Freyberg, P. (1983): *Learning in Science: the Implications of children's science.* Portsmouth, NH: Heinemann Publishers, pp. 5-99.

2. Constructivist theories of learning and teaching
Literature:
Resnick, L.B.: Mathematics and science learning. A new conception. Science, 220, 477-79;
Driver, R, Erickson, G (1983). "Theories-in-action: Some theoretical and empirical issues in the study of students' conceptual frameworks in science", Studies in Science Education, 10, 37-60;
von Glasersfeld, E. (1989): "Cognition, construction of knowledge and teaching", Synthese, 80, 121-140;
Perkins, D. N. & Simmons, R. (1988): Patterns of misunderstanding. An integrative model for science, math and programming. Review of Educational Research, 58, 303-326.

3. The role of context in learning and teaching
Literature:
Hewson, M.G. A'B (1988): The ecological context of knowledge: Implications for learning science in developing countries. Journal of curriculum studies, 20(4), 317-326;
Hewson, M.G. A'B: The acquisition of scientific knowledge: Analasis and representation of students
Hewson, M.G. A'B, & Hamlyn, D. (1985): Cultural metaphors: Some implications for sceince education. Anthropology and Education Quarterly, 16, 31-46

Main lecturers and examiners: Martiana Hewson, Ph.D., and Peter Hewson, Ph.D., University of Wisconsin-Madison, USA

The aim of the course is to present and discuss classroom-oriented research within the field of second language acquisition and bilingual education with relevance to the Mozambican context in order to develop a deeper understanding of classroom second language learning and teaching processes. The course will also provide students with important tools for analysing and evaluating teaching methods and teaching materials and tests used in second language teaching.

During the course, several aspects of classroom language learning and teaching will be explored. Teaching is treated as an interactional process and a main issue during the course is to explore how L2 classroom interaction can be exploited to promote language development under different conditions. The interaction occurring in different kinds of L" instruction and in various types of L2-classrooms activities is analysed and compared, whereby interactional features are focused upon from the point of view of their possible contribution to L2 acquisition. In this context, the concept of meaningful interaction and the relation between cognitive and interactive processes are explored and discussed. The ways in which social interaction can promote cognitive processes crucial to language and knowledge development are focused on. The role of peer group activities such as information sharing and problem-solving tasks in provided structured settings for meaningful natural language practice and creative language use is stressed. In this context, different principles for grouping are also discussed.

The problem of limited contact with the second language and its consequences for second language acquisition is focused on and possible remedies in different types of instructional settings are discussed. Furthermore, the influence of the teacher and his or her

teaching style, such as question- and feed-back behaviour and communication strategies on classroom interaction is highlighted. Various ways of coping with different learning styles and preferences among learners due to individual as well as sociocultural factors are also discussed. Other important issues in relation to bilingual education that are focused upon are different patterns of mother tongue use, the integration of second language development with academic skills development and effective instructional features in bilingual education.

Main lecturer and examiner: Inger Lindberg, Center for Research on Bilingualism

EDUCATIONAL ASSESSMENT AND PEDAGOGICAL MEASUREMENT (2 CREDITS) WITH SPECIAL REFERENCE TO THE ASSESSMENT OF LANGUAGE SKILLS

Course objectives: The general aim of the course is to introduce and discuss some major issues in educational assessment. An attempt is made to focus attention to on questions of particular relevance to the Mozambican experience.. The more specific aim is to provide students with basic tools for dealing with both theoretical and practical problems in educational assessment, notably in the area of language testing.

Course contents: An important element in the course is the discussion of the overall role of assessment in the field of education. The effects of various assessment strategies applied under different educational policies and practices are explored and evaluated. Problems associated with large-scale national assessments of educational achievement are highlighted. International experience in this area is reviewed.

Another central feature is the illustration and discussion of concrete testing techniques viewed in relation to various assessment objectives: classification, i.e. measurement of learner performance (diagnosis, placement, measurement of achievement, selection), program evaluation, research, etc. The focus is on general procedures in *language* testing, but measurement problems in some other subject areas are also treated.

Part of the course is devoted to the analysis, discussion and elaboration of a newly piloted test in Portuguese as a second language. In this context, basic questions of test development are considered. The rationale for using particular test formats for different testing purposes is identified, ways of dealing with test and item

analyses are looked into (including a brief review of very basic statistical concepts), and the principles for interpretation and feedback of results are discussed. Both qualitative and quantitative approaches to testing are treated.

Examination: Students are examined continuously during the course. Tasks comprise brief oral presentations of topics in the literature as well as written assignments. Active participation in group discussions (seminars) is a requirement.

Main lecturer and examiner: Mats Oscarsson, PhD, Department of Education, Göteborg University, Sweden.

Assistant lecturers: José Valera da Cruz, M.A., Centre for Research on Bilingualism, Stockholm University, Sweden; Oleg Popov, PhD, INDE, Maputo, Wiggo Kilborn, M.A., Göteborg University, Sweden.

Literature:
- Gronlund, Norman E.*: How to make Achievement Tests and Assessments*. Boston: Allyn&Bacon, 1993. 181 pages.
- Popham, W.J.: *Modern Educational Measurement: A Practitioner's Perspective*, Chapters 1-2. Englewood Cliffs, NJ: Prentice Hall, 1990. 40 pages.
- One or more short texts on the role and function of assessment and testing in a wide educational perspective. To be specified.

CLASSROOM INTERACTION (3 CREDITS)

Course objectives:

Course contents:

Assessment:

Main lecturer and examiner: Emilia dos Santos Ribeiro, Ph.D., Faculty of Arts, Lisbon University.

CURRICULUM THEORY (3 CREDITS)	EDUCATIONAL PLANNING AND ECONOMY OF EDUCATION (3 CREDITS)

Course objectives:

Course contents:

Assessment:

Main lecturer and examiner: NN, Ph.D, Harare University

Course objectives:

Course contents:

Assessment:

Main lecturer and examiner:

EPISTEMOLOGY AND METHODOLOGY - QUALITATIVE METHODS (3 CREDITS)

Course objectives: The course has the threefold aim of (a) introducing the students to scientific traditions in social sciences that nomrally make use of so called "qualitative" methods (ethno-methodology, interactionism, etc); (b) making students familiar with a limited number of "qualitative" research methods such as interviews, direct observation, life stories, etc.; (c) discussing epistemological aspects of these traditions and methods.

Course contents:

Assessment:

Main lecturers and examiners: Christopher Stroud, Ph.D, Centre for Research on Bilingualism, Stockholm University, and Mikael Palme, Department of Educational Research, Stockholm Institute of Education.

Literature:

EPISTEMOLOGY AND METHODOLOGY - QUANTITATIVE METHODS (3 CREDITS)

Course objectives: The course has the threefold aim of (a) introducing the students to scientific methods are normally referred to as "quantitative" (survey techniques, sampling, statistical analysis, etc); (b) making students familiar with a limited number of "quantitative" methods for data collection and data analysis, in partiular surveys through questionnaires and descriptive statistics; (c) discussing methodological and epistemological aspects of these traditions and methods.

Course contents:

Assessment:

Main lecturer and examiner:

Literature: