

Course Specifications

Valid in the academic year 2018-2019

Course size (nominal values; actual values may depend on programme)

Credits 6.0 Study time 180 h Contact hrs 55.0 h

Course offerings and teaching methods in academic year 2018-2019

A (semester 1)	English	group work	15.0 h
		lecture	20.0 h
		self-reliant study activities	20.0 h

Lecturers in academic year 2018-2019

Huisman, Jeroen	PS04	lecturer-in-charge
Seeber, Marco	PS04	co-lecturer
Vukasovic, Martina	PS04	co-lecturer

Offered in the following programmes in 2018-2019

	crdts	offering
Master of Science in Sociology	6	A
Exchange Programme in Political and Social Sciences	6	A

Teaching languages

English

Keywords

higher education, multidisciplinary perspectives

Position of the course

This unit aims to introduce the students to the key themes and challenges in contemporary higher education and higher education research. Higher education is an interdisciplinary field, hence different themes - using different social science perspectives, primarily sociology and political sciences - will be explored. The unit also aims at preparing students to develop evidence-based recommendations for policy and practice.

Contents

Higher education continues to play a key role in society, given its functions regarding the education of the next generation of knowledge workers and critical citizens and regarding the creation and dissemination of new knowledge through research and innovation. Despite its legitimate role in society, there are many controversies revolving around questions like: Who should have access to higher education? Should higher education institutions be public? Who should judge the quality of higher education? How much autonomy should be granted to higher education institutions and academics? The following themes will be addressed: history of higher education, comparative perspectives on higher education systems, higher education policy, higher education institutions as organisations, inequalities and stratification, access and selection, international mobility, quality assurance, funding and institutional governance. In addressing these themes, links will be made to salient sociological themes of our department, particularly participation, gender and (in)equality.

Initial competences

successfully having completed the Bachelor of Science of Sociology programme. (or any other social science or behavioural science Bachelor)

Final competences

- 1 Having gained a good understanding of the key themes in higher education
- 2 Being able to contextualize the contemporary challenges on the basis of insights from the relevant literature

- 3 Being able to translate these understandings and insights into relevant policy or organizational recommendations.

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

Access to this course unit via an exam contract is unrestricted

Teaching methods

Group work, lecture, self-reliant study activities

Extra information on the teaching methods

Most of the themes will be introduced by the lecturer(s), subsequently the themes will be further explored in discussions, group work and through small exercises. Individual work will be a project (essay of around 4,000 words) on one of the key themes.

Learning materials and price

Reader (materials will be uploaded on the Minerva platform), slides, notes.

References

Course content-related study coaching

Evaluation methods

end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Open book examination

Examination methods in case of periodic evaluation during the second examination period

Open book examination

Examination methods in case of permanent evaluation

Assignment

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible

Extra information on the examination methods

Written exam (open book), project.

The exam will consist of a small set of questions on a couple of the themes above (see contents). Exam questions will particularly focus on assessing the students' critical engagement with the relevant literature. For the project, students will be assessed on their ability to critically engage with the literature, to analyse in-depth a particular problem (policy or practice) and to formulate well-argued (evidence-based) recommendations.

For the re-examination, there is a resit possible for both the written examination and the project.

Calculation of the examination mark

60% exam, 40% project.