
COURSE TASKS

GENERAL REQUIREMENT: Participation in *most of the lectures/discussions*.

TASK 1 (individually): *general learning journal*

- The student writes a *general learning journal* based on the lectures/discussions; the journal *reflects the student's own insights, observations, critical thoughts, interesting new ideas* etc., received during the session (it is important to write these down during the sessions and refer to them in the journal).
- The learning journal has no particular or fixed format: it consists of the student's understanding and thoughts and interpretations about the course; two criteria, however, are essential: the journal should show (1) that *the substance of the course has been understood*, and (2) that *the substance has been processed and critically reflected upon* — both are equally important; if something about the contents of the sessions remained unclear, *it is important to contact the course coordinator* who will, gladly, explain the matters in more detail.
- In the end of the learning journal there should be a *feedback section* in which *the student expresses his/her sentiments about the whole course*: What, in the end, was the personal 'gain' from the course? What kind of a learning experience was the course? etc.

TASK 2 (as pair or group work): *analytical essay*

- Students write (in pairs or groups) an *analytic essay* on one or a couple of the themes discussed during the course; the essay *elaborates on the profundities and practical consequences of the chosen theme*, based on both the sessions and the course literature/materials (it is important to actually study these materials and refer to them in the essay).
- The essay has a structure, but not fixed format: it consists of simple and clear sections separated by descriptive titles chosen by students; here too, the two criteria are essential: the essay should show (1) that *the substance of the course has been understood*, and (2) that *the substance has been processed and critically reflected upon* — both are equally important; although the books and course materials provided to facilitate critical and speculative thought, *it is important that they are studied and referred to* in the contents of the essay.
- The overall length of the essay could be about 10-13 pages (or 5'000-6'500 words); however, *the primary concern is on the substance, not the length, of the essay* (a shorter essay with profound substance is preferable to a long essay with superficial substance but, of course, a short essay is not automatically better than a lengthy one).
- Students should *use the questions/themes below to provoke contemplation and induce reflection*; they are not, however, meant to be used *as such*, but only as points of departure or 'food for thought' *to help students find their particular theme(s) of interest*.
 - » Question/theme 1: Analyse the mutual compatibilities vs. discrepancy in perceptions of human reality that work in the background of various educational philosophies; what does the *coherence or incoherence in perceptions of human reality* mean, how is this connected to the possibilities of education and educational science to have a constructive effect on the future of human society?
 - » Question/theme 2: Reflect, how does human education differ from the learning processes of animals; where could have our evolution gone *without human education*; what is the role of education in the societal and ethical-moral development of humankind; how does education's task of *preserving the old*, on the one hand, and *creating new*, on the other, fit together?
 - » Question/theme 3: Describe education as both a *universal* and a *human-specific* process; what does education really mean; how could its goals and purpose be described from the point of view of (a) *ethical/moral* education, (b) *rational/intellectual* education, and (c) *physical/material* education?
 - » Question/theme 4: Examine the challenges of educational science and practices of education in a global era; what would, in this context, be the meaning of *holistic requirements*, and how should their prevailing influence in the world be taken into account in education and educational science?