



REL140 RELIGION IN NORWAY

A S Yvonne Margaretha Wang

15 ECTS credits

100 level

Course content: The course introduces the students to three main topics: the development of Christianity in Norway from the Middle Ages until the 1800s; the development of Norway into a pluralistic society during the 20th century; the role of religions and world views in the public discourse in the welfare state of Norway today.

Learning outcome: The student will have obtained knowledge about the most central aspects of the development of Christianity in Norway since the Middle Ages and onwards.

ICWS101 INTRODUCTION TO THE CONTEMPORARY WELFARE STATE

A Alf Roger Djupvik

15 ECTS credits

100 level

Course content: The course consists of three main parts: 1. Central aspects of state welfare and the Norwegian Welfare State. 2. Norway as a multicultural society. 3. Children, youth and family politics.

Learning outcome: Aims of this course are to provide the students with analytical competence with regard to knowledge on societal structures and processes, especially concerning the following topics: the construction of contemporary welfare states, central aspects of the Norwegian Welfare State, the role of welfare professions, Norway as a multicultural society and processes of marginalization and social exclusion.



IPA113 REGIONAL DEVELOPMENT IN THE EUROPEAN UNION

S Nathalie Homlong

10 ECTS credits

100 level

Course content: The class is designed to go over the length of three teaching weeks. Basic information about the mechanisms of the EU and about its regional development policies will be given to the students in the first two weeks. The teaching period will end with a field trip to one EU member state, which will help illustrate the practice of EU policies and their impact after implementation.

Learning outcome: This course aims at giving a better understanding of EU policies and relevant theories, especially in the field of regional development.

IPA213 THE EUROPEAN UNION AND REGIONAL DEVELOPMENT: THEORIES AND PRACTICE

S Nathalie Homlong

15 ECTS credits

200 level

Course content: The class is divided into four teaching weeks. During the first three weeks, students are expected to get knowledge about EU policies, regional development, relevant institutional theories and details about policy areas such as agriculture and fishery. The fourth week is organized in a field trip to a member state of the EU, to help illustrate the practice of EU policies and their impact on a member country.

Learning outcome: The course helps to give an understanding of theories in the fields of political science and economics, how these theories apply in practice, and the students' ability to critically discuss widely debated issues will be improved.



WHE101 WORLD HERITAGE EXPERIENCES

A Susanne Moen Ouff

30 ECTS credits

100 level

Prerequisites: Minimum 60 credits from relevant academic area. For example teacher education, natural science, outdoor life studies, cultural studies, social sciences, media studies etc.

Course content: The course has a multi- and interdisciplinary approach to the interaction between nature, culture and man. It contains both the development of practical skills, pedagogic proficiency and theoretical insights on aspects that make up this interaction. The course includes approaches to working in and presenting experiences through various media.

Learning outcome: The course will provide students with increased competence within nature and culture based tourism and mediation/promotion, which could be further used as aspects of geo-turism, planning and presentation of experiences similar to the ones aquired during WHE, through various media.



**ERAKRO PHYSICAL EDUCATION
ACTIVITY COURSE**

S Øyvind Hagen

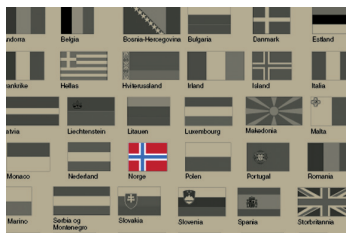
8 ECTS credits

100 level

The course is limited to 8 international students.

Learning outcome: The Activity Course is designed specifically for the international student who wishes to become a physical education teacher, or who wants to work in the field of sports.

Course content: dance, hall activities, ball activities. These courses will provide an introduction to physical education. The students are given knowledge and experience in dance and diverse gym hall activities, aiming to qualify them for teaching in schools.



**NORWLCC NORWEGIAN FOR EXCHANGE
STUDENTS**

A S Reidun Aambø

2 ECTS credits

100 level

Course content: Norwegian to English translation. Teaching will focus on these topics: Nations in Norway, important events in Norwegian history, characteristics of Norway's geography and climate, community in Norway - gender roles and family structures, Norwegian mentality, values and behavior, to learn basic salutes and ways to thank the Norwegian, presentation of books and online materials for teaching Norwegian as a Second Language.

Learning outcome: Students will gain knowledge about various ethnic groups in Norway; get to know about important historical events; knowledge about typical geographical and climate characteristics in Norway; will have an insight of the Norwegian society structures, mentality, values and behavior. Last, but not least, at the completion of the course, students will have basic knowledge of Norwegian language and the right instruments to continue learning Norwegian on their own.



PAI101 PHOTO-ART AND ILLUSTRATION

S Synnøve Moltudal

15 ECTS credits

100 level

Course content: This course is a cross-over media and art approach to the photography, including both technical- and content-based learning and reflection.

Learning outcome: Through the course the students will obtain: knowledge of photographic traditions and analytical tools / practical skills in artistic and commercial photography.



FME103 PHOTO FOR MEDIA

A S Gaute Hareide

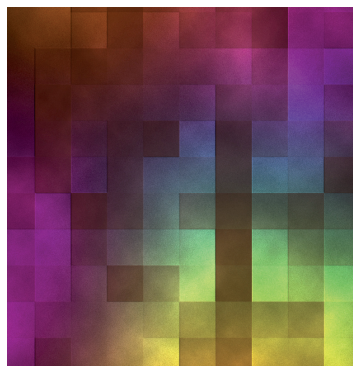
15 ECTS credits

100 level

Course content: Basic technical camera theory, optics, electronic registration, storage and compression. Practical use of the "digital darkroom"

tools in Adobe Photoshop. Practical exercises in using a professional SLR camera with interchangeable lenses. Practical exercises in composition, camera position, predicting and catching the moment. Practical exercises in the use of natural light, electronic flash and reflectors. Basic photo history and photo journalism history.

Learning outcome: The student is to obtain fundamental skills in digital photography and picture handling, including basic understanding of practical visual communication.



KOH111 VISUAL COMMUNICATION

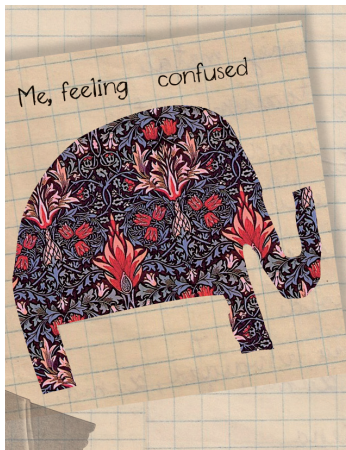
A Åshild Sævik

15 ECTS credits

100 level

Course content: Form, color and composition / Images and signs / Sketching techniques and presentation / Visual identity / Communication theory / Visual communication in a didactic perspective.

Learning outcome: The students are to acquire basic knowledge in working with two-dimensional form and digital image media. Emphasis on aesthetic and formal knowledge which means that drawing, form and colour is an important part of the syllabus in addition to the area of the digital image.



MD105 EDITORIAL DESIGN

S Thomas Lewe

15 ECTS credits

100 level

Course content: Editorial Design is about preparing, visualising and arranging information in a pedagogic, appropriate and entertaining way. The working process and the visual solution is based upon engaging conceptual interpretation and design knowledge. The student will construct a magazine, with focus on both content and design. Depending on the individual choice of interpretation and visualization of content, the result can contain visual elements like photos, illustrations, typographical illustrations or anything else, that emphasizes and communicates the chosen topic in the best way.

Learning outcome: The students learn to combine content and visual expression in an editorial media production. The choice of visualisation has to reflect a critical journalistic media interpretation.



MD201 STRATEGIC DESIGN

A Thomas Lewe

15 ECTS credits

200 level

Prerequisites: One year of academic education (preferably in media-, cultural- or social studies).

Course content: By way of an analytical pilot project, the students draw up the framework for their practical strategic work. Emphasis will be placed on a detailed presentation of these terms of reference, so that the subsequent process is firmly anchored on this basis. The final product is a strategy plan for an event or a brand that is to be presented to the rest of the class. It is important to put the message across in a realistic, but creative manner.

Learning outcome: The students are to acquire extended skills in strategic planning. This includes aspects of sender -, target group - and message perspectives. The understanding of strategic planning models and its implementation in an overall strategy and its visual presentation are core elements in strategic design and will help the students to develop versatile knowledge in this field.

DR115 FROM SCRIPT TO SCREEN**S** **Vibeke Preus Bech**

15 ECTS credits

100 level

Course content: The course will consist of different workshops (script writing, storyboarding, acting, directing and producing) combined with lectures, seminars and practical work in groups or individually.

Learning outcome: The students will achieve theoretical knowledge, practical and artistic skills within the work of scriptwriting, and within the processes of making a fictional short. The students will work together in groups, for a large part of the course, where they will draw from each other's different competences and backgrounds in different tasks.

**ERAANI201 ANIMATION PRODUCTION****A** **Andres Mänd**

15 ECTS credits

200 level

Course content: The student shall make at least one minute of completed animation in chosen technique or a combination of techniques. The student take part in an animation project related to the animation industry.

Learning outcome: The students should attain extended knowledge about: The process and production of a small animation project / The role of animation in media.

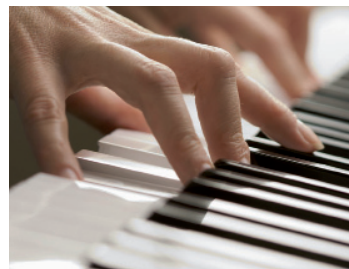
**DR211 STAGING CULTURAL HISTORIES****S** **Wenche Torrissen**

15 ECTS credits

200 level

Course content: Students will study the literature and theatre of one of the most significant and fascinating periods in Norwegian cultural history, they will explore the contentious issues raised in the literature of the period between 1870 and 1914. through a wide variety of drama and theatre methods and critical theories. The theoretical study will be paralleled by an exploratory performative process, which will be documented in a student production.

Learning outcomes: On completion of the course, students will have knowledge of the main tendencies in the development of Norwegian literature and culture from 1870 to 1914, have knowledge of how the different writers studied on the course addressed controversial issues such as female emancipation, female sexuality, jealousy, violence and desire, have knowledge of a number of drama and theatre methods and esthetic practices that can be used in the practical-analytical exploration of a text.

**MUS206 INTUITIVE COMPOSITION / IMPROVISATION AND MUSIC PHILOSOPHY****A** **Magnar Åm**

15 ECTS credits

200 level

Prerequisites: MUS101, MUS103, MUS212 or equivalent.

Course content: the teaching is rooted in a non-tonal and free-tonal sphere and will have the position and travelling of the sound in the three-dimensional room as one of its central parameters.

Learning outcome: With tutoring and guidance by an experienced composer and musician, the students, through own experimenting, have the opportunity of practicing the creativity and the experience methods to discover their individual model of expressions, methods for maximum influx of ideas and methods for selection and how to treasure and care for these. The study will constitute a platform for further composition studies or own creative activities, as well as being a basis for pedagogical work of composing / improvising in school, culture schools or voluntary musical activities.

Grammar, Didactics/Methods II, Literature before 1900, Varieties of English, The Age of Science Fiction, Photo, Art and Illustration, Physical Education Activity Course, From Script to Screen, Staging Cultural Histories, Photo for Media, Editorial Design, Media and Democracy, Animation 5, The European Union and Regional development: theories and practice, Regional development in the European Union, Phonetics, American Civilization, Didactics/Methods 1, English Writing Didactics, literature since 1900, Norwegian for exchange students, Research paper: Language, Research paper: Literature, Visual Communication, World heritage Experiences, Strategic design, Introduction to the Contemporary Welfare State, Introduction to family, local and micro history, theory module, Introduction to family, local and micro history, including research paper, Web mastering and systems design, Intuitive composition / improvisation and music philosophy

COURSES IN ENGLISH



VOLDA IS THE PLACE YOU'LL NEVER FORGET



A small plane prepares for landing in Volda, a college town in North West Norway. Is the excitement you feel a result of the turbulence, or your expectations? Your pulse quickens as you find yourself on a campus between mountains and fjords surrounded by other new students who all want the same thing: to learn and acquire new and valuable skills – and, of course, have fun while doing it!

A period of study in Volda provides you with cross-disciplinary subject competence, tailor-made for a wide-range of employment opportunities. The traditional start-up week “Buddy Week” ensures that all students get off to a safe and solid start. The unique atmosphere at the college provides all students with opportunities to develop intellectually in a stimulating learning environment.

YOU WILL NOT REGRET

In Volda, you will experience a colourful, international community as an extra bonus. If you are looking for possibilities, Volda University College is definitely the place for you. Volda opens doors both on campus and to the world outside. With a transcript from Volda and international experience, you will be well prepared for the job market. You'll never regret having spent a semester or two in Volda. Welcome to a vibrant international community!

PANGAIA

The moment that you set foot in the main building Berte Kanutte, you will

feel the international vibrations. The international meeting place, Pangaia, is located here. This is the spot where Norwegian and International students meet, become friends and develop exciting projects together. Pangaia is the home away from home to all the international students and is run by an international trainee, under the umbrella of the International Office.



INTERNATIONAL CLUB

An integrated part of Pangaia, the International Club is responsible for organizing trips, theme and movie nights, leisure time excursions, and any type of activity designed to bring international and Norwegian students together.

INTERNATIONAL DAY

Each year, the college stages the International Day – a day rich in cultural experiences. Staff, Norwegian and International students erect stands, perform music and entertainment, and all visitors may enjoy a fantastic international lunch together. The International Day is mainly meant for the Norwegian students, as we want as



many of them as possible out around the world on programmes, such as Erasmus, EEA, Nordplus etc. in the same way as we want as many international students on campus in Volda! International students prepare stands to present their home institutions and countries, guests give lectures and presentations of courses offered, and we spice up the whole day with artistic events, such as school choir, student bands, traditional foreign dances and songs, as well as national treats prepared by international students.

VOLDA UNIVERSITY COLLEGE

VUC offers five Master's programmes, more than 30 undergraduate programmes and about 300 study courses. Volda University College has four faculties, an academic staff of 200, a technical and administrative staff of about 75, approximately 3500 students and roughly 140 international students from 30 different nations. The students at Volda University College add a considerable number to Volda's 8 000 inhabitants as well as constituting an important cultural and economic source for the community. Volda's character is due to this



special mix of students. VUC is linked to well over 120 partner institutions in 40 countries all over the world. A compact campus with a lively academic and social life makes it easy for students to interact with faculty members and administrative staff. Many annual festivals at Volda University College have become nationally recognized, with the Animation Film Festival and the Documentary Film Festival in April as the main events.



Paul Anthony, Belfast – Int. Coordinator, St. Mary's University College
St. Mary's University College views Volda University College as one of its "preferred partners". Volda is by far the most popular of destinations for our ERASMUS students and we send more there than anywhere else. On return all of our students speak most highly of the friendliness of the staff, the wide variety of the social and cultural activities and of course the stunning scenery. We have also sent staff to the International Days and they confirm this. The bilateral agreement which we have with Volda is very important and hopefully it will enable us to continue fruitful cooperation for many years to come.

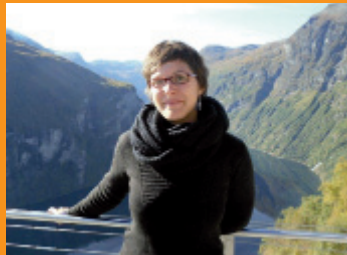
Pauline Poncet, France – Norwegian Welfare State

When I thought about the class, I imagined it to include mainly discussions. This matched the reality. There was only one Norwegian girl in the class and the atmosphere was very good between all of us. I think it was very interesting for the diversity. I learnt the functionality of the Welfare State in Norway. This main topic was very interesting but on the other hand a little bit hard also, specially, considering the Erasmus students. English-as the teaching language- was really great. The teachers were understandable and it didn't cause any problems on the discussions neither. This subject requires motivated and hard working people. Therefore I would recommend it if the person is deeply interested in the topic.

Dunia C. Soriano – World Heritage course

I didn't imagine the course to be so connected to traditions and adventurous with spending nights outside, making bonfires for cooking,

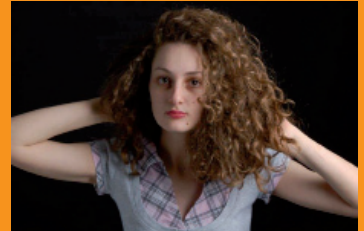
chopping wood, etc. But after all, I loved it. In the beginning it was hard, but day by day I got used to more and improved my English as well. Unfortunately this semester there were no any Norwegian students taking this course. But we were eight people from different countries such as Spain, The UK, Czech Republic, and Lithuania. So the atmosphere was great and we integrated very well. During the course I learnt to speak English while studying about how was life before and how is life nowadays in Norway, in the farms and outdoor. I learnt how to survive living outside and also to live with others from different cultures and countries with different skills. The level of the course was very acceptable that is in my opinion mainly thanks to the great teachers. I would definitely recommend the course for new students! It was amazing and you can improve your skills by all means (living outside, living with others, cooking, speaking English, etc.).



Marine Duchet, France – Animation

I had an idea about how would it be because of friends who had been animation students last year at VUC. They told me about the courses but I couldn't imagine that it would be so much about freedom. It took some time to integrate with the Norwegians but finally it turned out to be well working. I feel really good with the Norwegian animation students now and they never hesitated to help me at the school when I ever needed it. During the course I learnt a lot about those fields of animation what we do not have so deeply at my home college. The teachers are good and the school owns a lot of good and useful equipment. (computers, softwares, glasstables, etc...). Since Norwegian people speak English very well it was pretty easy to understand the

lessons. Not to mention the fact that now I feel much more comfortable when speaking English myself. The course is very free outside of the few teaching days. This means that you must put a lot of effort into succeeding when it comes to homework. Besides that students need to be prepared for practical assignments where deadlines are pretty tight.



Bianca Macovei, Romania – Media and Democracy; Photo for Media, Editorial Design

From 1st of July I started to work in collaboration with National Geographics Magazine in Romania. Now, I make the layout for the magazine and also photo-reportage. In July, two weeks, I started an internship to a radio - Europe Fm- which is quite famous and good radio in my country; also, I was one week in an internship at the national television - TVR- where I learned about TV production and news. In August I wrote an article for NG Traveler - "for people who love mountains, with love"- which will appear on 1st of October. This article is about the greatest place in the world: VOLDA. I wrote this article as a tribute to Volda. Everything was possible for me this summer only because of Volda University College and its great teachers with their wonderful courses. If someone would ask me - "when do you want to come back to Volda and why?"- I would say: "In this certain second, because that place was where culture, life, learning, happiness, friendship, the opportunity to meet smart teachers and smart colleagues from Norway and from around the world, because that was the place where the craziest and wonderful people got together in one word: Volda". I just love Volda! I do not have enough words to describe the feeling....! just love it!"



How to apply?

In order to be accepted as an exchange student at Volda University College, you must submit the following documents:

- Application form
- Learning agreement
- Transcript of Records in English
- Portfolio (for Animation students)

Please note that all the documents have to be sent through the International Office at your home university and they have to be duly signed and stamped.

Deadlines for application:

1st June for the autumn semester
15th November for the spring semester

Volda University College
International Office
PB 500
6100 Volda

www.hivolda.no

Our courses in English show a great variety in content and they reflect relevant topics in our contemporary society. We hope that these courses will catch your interest, and we are constantly aiming at offering new courses.

Please don't hesitate to contact us - we are here to help you!

Iulia Beleuta, Int. Officer
beleuta@hivolda.no

Cecilie Wilhelmsen, Head of Int. Office - cw@hivolda.no

A = Autumn

S = Spring

| ENG111 PHONETICS | |
|------------------|----------------------|
| A | Vibeke Jensen |
| | 10 ECTS credits |
| | 100 level |

Course content: The course provides a basic introduction to the English sound system. The course will enable the students to modify their pronunciation.

Learning outcome: After completing the course, the student is able to: identify and pronounce the individual English sounds / read phonemic transcriptions in British English (RP) and American English (GA) / write phonemic transcriptions in either RP or GA / identify and correctly use English intonation patterns / identify and correct English pronunciation; their own or that of others.



| ENG112A DIDACTICS/METHODS 1 | |
|-----------------------------|---------------------------|
| A | Björg Olsen Eikrem |
| | 5 ECTS credits |
| | 100 level |

Course content: The course highlights theoretical and practical topics within the teaching and learning of English as a second language at both levels of the 10-year compulsory school (elementary/lower secondary).

Learning outcome: After completing the course, the student has basic knowledge about – and insight into – language learning, including the planning, implementation and evaluation of her/his own teaching of English as a second language.

| ENG112B VARIETIES OF ENGLISH | |
|------------------------------|------------------------------|
| S | new tutor spring 2011 |
| | 5 ECTS credits |
| | 100 level |

Learning outcome: This module provides students with information about and insight into the different varieties of English currently in use and/or those varieties that existed historically.

Course content: After completing the module, students will possess knowledge about: developments in English language history / geographical and social varieties of English / individual language use with a special focus on code, style and register shifts.

| | |
|-----------|---------------------------|
| ENG113CIV | AMERICAN CULTURE |
| A | Alf Tomas Tønnesen |
| | 5 ECTS credits |
| | 100 level |

Course content: The main focus will be a study of American society and culture from a combined historical and institutional perspective.

Learning outcome: The students are to acquire basic knowledge of and insight into the culture of English-speaking societies with particular emphasis on American institutions.



| | |
|-----------|--------------------------------------|
| ENG113LIT | ENGLISH LITERATURE SINCE 1900 |
| A | Marie Nedregotten Sørbo |
| | 10 ECTS credits |
| | 100 level |

Course content: The course gives an introduction to modern English literature, especially from Great Britain and the United States, but may also include other parts of the world. The main emphasis is on a close reading of the chosen texts, while literary terminology and knowledge of genres are also important. The three main genres of narrative, lyric and dramatic literature will all be represented in the reading list, as will a selection of texts for young readers.

Learning outcome: The student has basic knowledge of 20th and 21st century literature in English. The student can read, interpret and write about modern English literary texts.

| | |
|----------|------------------------|
| ENG114 | ENGLISH GRAMMAR |
| S | Vibeke Jensen |
| | 10 ECTS credits |
| | 100 level |

Learning outcome: After completing the course, the student is able to: identify and analyse the elements of an English sentence / reflect on the effect of a variety of grammatical structures / use her or his knowledge about English grammar to improve English language usage; their own or that of others. **Course content:** The course provides a basic introduction to English grammar, with emphasis on morphology, syntax and semantics. The course invites comparison between the English and the Norwegian language systems.



| | |
|----------|----------------------------|
| ENG115A | DIDACTICS/METHODS 2 |
| S | Bjørn Olsen Eikrem |
| | 5 ECTS credits |
| | 100 level |

Course content: The course highlights theoretical and practical topics within the teaching and learning of English as a second language at both levels of the 10-year compulsory school (elementary/lower secondary), but with some more attention given to lower secondary school. **Learning outcome:** After completing the course, the student has basic knowledge about – and insight into – language learning, including the planning, implementation and evaluation of her/his own teaching of English as a second language.

| | |
|-----------|---------------------------|
| ENG116CIV | BRITISH CULTURE |
| S | Alf Tomas Tønnesen |
| | 5 ECTS credits |
| | 100 level |

Course content: The course provides a survey of British history, culture, society, and politics.

Learning outcome: The student is able to find the essence in large chunks of information and explain main views both orally and in writing. – The student can use knowledge about British society in the past and the present to obtain a perspective on future challenges for the United Kingdom.

| | |
|-----------|--------------------------------|
| ENG116LIT | LITERATURE BEFORE 1900 |
| S | Marie Nedregotten Sørbo |
| | 10 ECTS credits |
| | 100 level |

Course content: The course offers an introduction to British and American literary history through an approximately chronological presentation of texts and periods. The selection of texts covers a long time-span, from the 15th through the 19th centuries, with the main emphasis on the latter. The main focus is on a close reading of the primary texts, but literary terminology, genre theory and historical context are also important.

Learning outcome: The student has basic knowledge of the literary scene in Great Britain and the United States before the twentieth century. The student can read older literature in different language styles and genres. The student can interpret older texts and relate these to modern experiences of life, also in writing.



VOLDA UNIVERSITY COLLEGE

Postboks 114 – 6101 Volda - Tlf: 70 07 50 00 - Faks: 70 07 50 51 - www.hivolda.no
Med etterhald om trykkfeil og endringar i studietilbodet