



# Norwegian Study Centre



UNIVERSITY *of York*



**Online Short Courses Summer 2021**

## Introduction

The Covid-19 crisis continues to prevent global travel making internationalisation difficult, but no less desirable. For more than 25 years, the Norwegian Study Centre (NSC) has successfully provided courses for students from Norwegian Universities and Colleges and practising teachers of English through a mix of high quality teaching from UK-based University of York lecturers, and social and cultural enhancement activities. The crisis may mean that students are unable to travel to York, but it does not mean that they need to miss out on our rich course offerings and a vivid engagement with British culture through our programme.

**We will bring York, and contemporary Britain, to them with specialised online short courses which will allow students to be immersed in the languages, literatures and cultures of the UK, all whilst safely remaining in Norway.**

This unique opportunity is only available to groups with existing bookings whilst travel restrictions remain in place, which we now expect to be until Autumn 2021. We remain committed to a safe return to in-York teaching as soon as possible (we miss you), but in the meantime will continue to offer interactive online courses (the next best thing).

One major advantage is that online courses can be made available to whole classes, which allows more students than ever to access the NSC experience. Courses can also often be scheduled to fit around existing classes or work (see more details below).

### Recent feedback examples:

*It was such an amazing and unforgettable experience in my entire life. I loved it and I wish in my future to come and study one semester at York University. (BA)*

*The lecturers were really into their subjects. They taught interesting, fun and useful things. I will use a lot of information and learnt lots about culture and language for the classroom and beyond. The engagement almost popped out through the laptop screen. Thank you. (GLU1-7)*

*The teachers' enthusiasm, knowledge and creativity was very inspirational. They provided many materials or ideas that I can use when teaching. My eyes were opened to things that I haven't tried before, or forgotten, like poetry. I REALLY want more. (KFK5-10)*

If you are still undecided about whether or not an online course would work for your students, or would just like to hear about the experiences of others, please watch this short video from a recent group leader:

[https://drive.google.com/file/d/1ha8qHpb0R7BS0\\_4vAF0EsW79qgrGTpy4/view?usp=sharing](https://drive.google.com/file/d/1ha8qHpb0R7BS0_4vAF0EsW79qgrGTpy4/view?usp=sharing)

Alternatively, do contact us to discuss possibilities: [nsc@york.ac.uk](mailto:nsc@york.ac.uk)

## What's included in an online programme?

All programmes will include:

**High quality teaching** from the NSC teaching team. Over the last three years we have a 96% plus approval rating for teaching students and teachers from Norwegian HE institutions in our York-based courses (based on over 2000 student feedback responses). Our first online courses between September 2020 and February 2021, had a 95% approval rating for teaching and 94% for the overall design and delivery of the course including satisfaction with what students felt they had learned.

Asynchronous (flipped classroom) and **live teaching** sessions, fully integrated tasks and activities, and some optional **cultural and social enhancement activities**.

Teaching in English Linguistics and language, British Cultural Studies, English Literature and, for teachers and teacher trainees, Didactics/ Pedagogy based around “set menus” detailed below.

A **dedicated Google Site** containing a wealth of information for students to explore for up to two weeks after the course ends. These sites are easy to navigate and made live a week prior to the course start for students to access advance asynchronous materials and discover more about virtual York.

A live Welcome session and end with a live Farewell session. All students who complete the course will receive an electronic certificate of participation.

Attendance monitoring for all live teaching sessions.

**Accessible, straightforward technical solutions**, with **live technical support** available from our administration for any issues arising.

Teaching is not shared with other institutions, meaning live sessions can respond directly to your group(s) and their needs within the module subject area.

**We expect and actively encourage student participation throughout the programme which will involve listening, interacting and communicating in English.**

## Contacting the NSC

To help make things easier, all short course administration is conducted via a central email address: [nsc@york.ac.uk](mailto:nsc@york.ac.uk). This inbox will be accessed by the Director (Kjetil Myskja), the Director of Studies (Beck Sinar) and the Short Course Administrator (Michelle Rowland) and hence all bookings, enquiries, lists and other information should please be sent to this email.

## Costs and Cancellations

The total cost for each programme is NOK 15,000 for a 1-week course, and NOK 25,000 for a 2-week course, payable by the institution. (Students will thus not be charged any individual fees.) The fees have been calibrated to reflect the approximate cost of sending one pastoral leader to York, an expense institutions would incur in any case.

This fee covers a single programme for up to 45 students. These students can be a mix of student types e.g. GLU 1-7 and GLU 5-10. Institutions who have more than 45 students, or who would like to book separate programmes for different groups, can book a second programme in the same weeks for the reduced fee of NOK 10,000 for a 1-week course, and NOK 15,000 for a 2-week course. All fees are invoiced directly to the institution and are payable within 28 days of the start of the course.

In the case of group cancellations, the costs are: 4-2 week prior to the start of the course 25% of the course fee; and cancellation within two weeks of the start of the course incurs 50% of the fee.

## Optional Costs

Several groups in Autumn requested access to the Google sites beyond the two weeks included in the fee above. We can prolong access and right to use the site until the end of the semester in which the relevant *Online Short Course* ran on the following conditions:

- The fee for continued use will be NOK 5000.
- Access is limited to the student group for which the short course was booked.
- NSC staff retain copyright for these materials.
- The site will be maintained to ensure that links remain active and material remains in place, but not beyond this: new material will not be added.

There is of course no obligation or pressure on a group to avail themselves of this option: all groups will retain the material for two weeks after their course ends without any extra payment.

If you would like to take up this option, even if your two weeks has expired, please send an email to [nsc@york.ac.uk](mailto:nsc@york.ac.uk) so that we can ensure the site is live and that we can issue an invoice for payment.

## Your role as Leader

Our Director of Studies, Dr Beck Sinar, will contact you around 8 weeks before your booking to ask you to fill in a short google form, known as the wishlist, where you will be able to outline your requests:

- 1) which set menu you would like for your students,
- 2) any optional extras you would like included in your programme, and
- 3) any restrictions to timings of live sessions due to other courses students are taking at the same time.

If you already know, we are always happy to have early wishes, please use this link to access the form: <https://forms.gle/MwWxqYVLCzcqaL8M7>

We will build your programme on the basis of this form and kindly request that these forms are sent as early as possible and not later than 6 weeks prior to the start of the course (except for courses in weeks 15, 16, 17 and 18 (first four weeks after Easter) which may be sent at the latest up to 4 weeks prior to the course start). We will agree the timings of sessions and overall programme with you not later than 2 weeks prior to the course start.

You will also be able to indicate on the form whether or not you would like to join any of the live teaching sessions (and any optional social sessions). You are welcome to attend but are not obliged to do so. We do however ask you to be present in the short Welcome session at the start of the course and the Farewell session at the end of the course. Following the welcome session, you should contact any students who have not attended (we can provide a list).

You will be responsible for recruiting students, unless you have chosen to make this a compulsory course for a whole class. We will provide you with materials to help promote this “online study trip” via our website and in correspondence with you when arranging your programme. We suggest that you plan to hold meetings with interested students between 5 and 8 weeks prior to the start of the course.

**Students who sign up should be made aware that we expect them to attend all live sessions and will be monitoring attendance.** They can report absence to us on [nsc@york.ac.uk](mailto:nsc@york.ac.uk).

A minimum of **2 weeks before the start of the course**, you should provide the NSC with details of the students who have signed up for the programme. This list should include the student names, in alphabetical order by surname, and their email addresses, in a table something like the following:

Surname	First Name(s)	Email Address
Rowland	Michelle	michelle.rowland@york.ac.uk
Sinar	Beck	beck.sinar@york.ac.uk

Once complete you should email this list to Michelle on [nsc@york.ac.uk](mailto:nsc@york.ac.uk) and inform her of any subsequent changes to this list. The NSC will use this information to monitor attendance during the course and to create electronic diplomas for the students. The list of names will be securely stored until the end of the course and securely destroyed two weeks after the course is complete.

**Until the start of the course, you will be responsible for passing on any pre-course information from the NSC that needs to be circulated to your students, using your local Virtual Learning Environment and/or student emails. The most important of which will be a link to the programme hub (the google site) which will go live one week prior to the start of the course.**

Students should use the week prior to the course start to ensure they are able to access the site and familiarise themselves with the core tools we will be using: namely Zoom (including polls, screen sharing and breakout groups), and Padlets

and Goggledocs for collaborative working. Students will also be able to begin work on any advance asynchronous materials required to maximise live-teaching time. We will provide you with details to share with the students on when and how to access the site, ways to use the core tools and how and when they can access our technical support.

Based on student contact details provided by the institutions, the NSC will take attendance for all courses through electronic sign-in. Diplomas will record courses attended as well as those offered but not attended. Attendance records can also be made available to the Norwegian institutions where requested by the leader on the wishlist or via [nsc@york.ac.uk](mailto:nsc@york.ac.uk).

## The Programme

Our programmes are as diverse as our staff and the students that we teach. On average a full week's programme will comprise around **2-3 hours live teaching per day, or around 12-15 hours per week**, with teaching mostly between the hours of 1000 and 1500 Norwegian time. Advance asynchronous materials which are essential preparation for the live sessions take on average a further 5-6 hours, with a further 5 or more hours' worth of optional activities. We appreciate that this does not work for all groups and we always try to be flexible:

- **Reduced teaching**

In Autumn and Spring a number of KFK groups had lighter live teaching schedules with teaching across just two days, and several GLU and BA/year course groups, opted for less live-teaching so sessions could be scheduled in usual teaching slots throughout the week. Reduced teaching may include opting for one or two modules or taking single session options or making greater or lesser use of asynchronous materials.

- **Teaching at specific times**

We can try to fit live-teaching around specific requirements i.e. teaching to finish by 1500 daily, no teaching before 1300 etc.

- **Integrating Modules into Norwegian Programmes**

Our modules are designed to complement a range of different programmes in Norway. Some groups further integrate the short course into their programmes by making participation part of the assessment or including aspects of the York experience in exams or term papers. For Summer 2021 we are offering the opportunity for students to do small group presentations via Zoom on York or various aspects of language and culture related to York. Short written feedback can be provided on these presentations which can also be graded pass/fail in York (for details see Beck's module Menu A).

We are also always willing to consider advance requests for teaching of particular texts or themes from your curriculum i.e. Shakespeare's *Romeo and Juliet*, the poetry of Benjamin Zephaniah, Language and Gender, etc. as part of our modules or

in place of them. To discuss these options further please contact us with as much notice as possible on [nsc@york.ac.uk](mailto:nsc@york.ac.uk).

## Modules

The NSC's online provision for short courses comprises three set menus for you to choose from. Menu A is aimed exclusively at teachers and teacher trainees, with Menu B and C suitable for all student types.

Our focus has been on developing selected quality offerings for this brand-new digital course. All set menus have a degree of choice - limited due to the fact that the type of teaching and materials supplied for each menu have been carefully calibrated and cannot be easily mixed and/or swapped.

In addition to the set menus, there are a number of optional extra lectures which can be added to programmes. There is sufficient space for 3 or 4 of these options. Details can be found at the end of the set menus.

All programmes also include additional enhancement activities which includes materials on Education and York and a live pub-style quiz. Details of these follow the optional extra lectures.

### MENU A: Suitable for KFK and GLU students

#### Beck's Module: Language, History and Culture in York

*York is a city where the **streets** are called **gates**  
The **gates** are called **bars**  
And **bars** are called **pubs***

The sights and sounds of today's York are also the historic and modern story of Britain and British English. In the classroom: students will explore words and texts of, from and about the city to discover more about the socio-cultural history of the English language from the Anglo-Saxons to the present day. This may include: the names of streets, places, shops and pubs; dialect words and phrases; fictional and non-fictional writing about York such as ghost stories, the *Polychronicon* of John of Trevisa and/or Charlotte Bronte's *Jane Eyre*.

*Optional Extra:* Outside the classroom: students can explore these topics for themselves, producing a short small-group presentation about York and British Culture, or various related sociolinguistic topics. These will be presented at the end of the course, where students will be encouraged to use Zoom creatively to engage their audience. Group written feedback will be provided for these presentations, which can form part of a pass/fail assessment if you wish. Please indicate on the wishlist if you would like to explore this option further.

If you would prefer Beck's Menu B or C rather than this module, please request this via the wishlist.

### Gweno's Module: Teaching Poetry

This module explores opportunities poetry can offer for student enjoyment, classroom speaking tasks and language acquisition. Some available online poetry resources will be explored, including the Children's Poetry Archive

<https://childrens.poetryarchive.org/>. A range of poetry will be introduced, including some humorous verse. This module can be targeted towards any ONE of the following: Grades 1-7; Grades 4-8; Grades 5-10; Grades 8-13. Please indicate which Grades you require for your group on the wishlist.

*This module can be offered by Gweno in Menus B and C for KFK/GLU groups choosing those menus.*

Lalita is on research leave in summer 2021.

### Meg's Module: Critical literacy and children's literature

The purpose of this module is to introduce students to a practice of active, questioning engagement with literary texts in order to develop a set of analytical skills that can be applied throughout life as well as in the classroom. It's about allowing literature to help us (pupils, students and teachers) learn to THINK. We will be using literary texts to enhance our abilities to recognise how meaning gets made and to broaden our cultural and intercultural understandings. For the most part, we will be looking at texts by writers of colour, featuring heroes of colour. There are three possible versions of this module, depending on the type of text to be used:

- a) thinking with picture books (not necessarily only for the young!)
- b) thinking with fiction for young readers
- c) thinking with fiction for Teens/Young Adults

Please indicate on the wishlist which version of the module you would like for your group(s).

### Terry's Module: Contemporary Education Policy

Here we survey the English education system. Starting with the evolution of the current fragmentary system, the overall system is sketched. We then consider several contemporary debates within and about the system – such as the point of education, the role of testing in English education, and the use of teacher performance indicators. Alongside these elements, the English education system is put into the broader context of a deeply unequal society with high levels of child poverty.

## MENU B: Suitable for all students

### Beck's Module: Harry Potter and the goblet of language and identity

There are many different Englishes used in Britain today as language use varies based on a number of factors, including social factors such as age, gender, 'Race' and socio-economic background. In this module, the books and films of the Harry Potter series are used to explore variation in current British Englishes and how this relates to

identity. Knowledge of or love for the books and/or films of the Harry Potter series is not a prerequisite, but nor will it cause harm.

This module can be swapped for Beck's module in Menu A or C.

#### **Gweno's module: Enjoying Poetry**

This module explores opportunities poetry can offer for student enjoyment, understanding and language development. A range of poetry by award-winning poets will be introduced and some available online poetry resources will be explored, including the Poetry Archive <https://poetryarchive.org/>. This module is suitable for all student types and does not have a theoretical didactics focus.

For GLU/KFK groups requiring classroom application, this module can be swapped for Gweno's module in Menu A.

**Lalita is on research leave in summer 2021.**

#### **Meg's Module: Critical literacy/'race'/power**

The purpose of this module is to introduce students to a practice of active, questioning engagement with literary texts in order to develop a set of analytical skills that can be applied throughout life as well as in the classroom. It's about allowing literature to help us (pupils, students and teachers) learn to THINK. We will be using exciting contemporary literature by non-canonical writers to enhance our abilities to recognise how meaning gets made, to question power dynamics in the formation of discourses and to relate 'fictional' texts meaningfully to social issues and to our own lives. There are two possible versions of this module:

- a) thinking with contemporary British writers of colour
- b) thinking with Indigenous writers

Please indicate on the wishlist which version of the module you would like for your group(s).

#### **Terry's Module: Power and Persuasion**

This module explores the use of discourse by the powerful, and concerns both how individuals manipulate others and, more broadly, the ways in which discourse has been warped so as to manipulate others. The focus then is on the political use of language, how lies are crafted, and how discourse can impact on the perception of reality.

### **MENU C: Suitable for all students**

#### **Beck's Module: Britain's worst accent?**

*It is impossible for an Englishman to open his mouth without making some other Englishman hate or despise him.*

(George Bernard Shaw)

Explore attitudes to different varieties of British English in this module, where we go in search of the variety which is considered to be “the worst”. We will look at the social, historical and cultural underpinnings of current language attitudes which cause speakers of particular regions to be labelled “sexy” or “humorous”, “ugly” or “drunk”. We will also think about some of the consequences of such attitudes, including in and for the education system. *We'm also gunna luk at them dialects what aint fought of as bin bostin\**

This module can be swapped for Beck's module in Menu A or B.

\*“We are also going to look at those dialects which are not considered to be very good”.

#### **Gweno's module: Enjoying Poetry**

This module explores opportunities poetry can offer for student enjoyment, understanding and language development. A range of poetry by award-winning poets will be introduced and some available online poetry resources will be explored, including the Poetry Archive <https://poetryarchive.org/>. This module is suitable for all student types and does not have a theoretical didactics focus.

For GLU/KFK groups requiring classroom application, this module can be swapped for Gweno's module in Menu A.

Lalita is on research leave in summer 2021.

#### **Meg's Module: Critical literacy and the 'Common People'**

The purpose of this module is to introduce students to a practice of active, questioning engagement with literary texts in order to develop a set of analytical skills that can be applied throughout life as well as in the classroom. It's about allowing literature to help us (pupils, students and teachers) learn to THINK. We will be using literary texts by British working-class writers to enhance our abilities to recognise how meaning gets made, to question power dynamics in the formation of discourses, in the media, in education and publishing.

#### **Terry's Module: Interesting Times**

This module reflects on the period beginning with the 2007 Global Financial Crisis and runs through to the present day. Framing this period as similar to the 1930s and 1970s – as periods of profound social upheaval and change – this module covers the economic ruptures of the period and the consequent political paroxysms (Trump, Brexit, etc.). It connects these into the corona recession in order to offer a broad historical account of the present day.

### **Optional Extra Sessions (subject to staff availability)**

Most programmes will have sufficient space for up to 4 of these optional extra sessions, some of which can be provided entirely asynchronously.

We are delighted to offer a number of new extra sessions for summer 2021 whilst dr Lalita Murty is on research leave (old favourites from Spring 2021 follow these new options):

New extra sessions for summer 2021

You are what you Eat (Kjetil)

A single live session of 45 minutes: Three take-outs on English identity through three dishes.

Written in Stone (Kjetil)

A single live session of 45 minutes: A comparison between written standardisation in Britain and Norway.

Language and Culture (Beck with Lalita)

Featuring asynchronous materials from Dr Lalita Murty, this single live workshop (45, 60 or 90 minutes) will introduce some key concepts in intercultural awareness as part of developing the knowledge, skills and attitudes needed to achieve the long term goal of intercultural competence. This session is most suitable for GLU and KFK students at all levels.

Diverse Voices (Beck with Lalita)

This single live session (45 or 60 minutes) for GLU and KFK students is on introducing global Englishes into classrooms using diverse written texts. Materials are based on recently published co-authored chapter:

Murty, L. & B. Sinar. 2021. 'Global Englishes, Diverse Voices' in Literature for the English Classroom [2nd edition] G. Williams and A. Normann (eds.). Fagbokforlaget, Oslo. pp 91-118

Inclusive Texts (Beck with Lalita)

This single live session (45 or 60 minutes) for GLU and KFK students is on using #ownvoices authors in classrooms to promote inclusivity. Materials are based on a recently published section in a co-authored chapter:

Murty, L., B. Sinar, G. Williams, M. Pande-Rolfsen, A. Normann and T. Vicary. 2021. 'Reading for everyone' in Literature for the English Classroom [2nd edition] G. Williams and A. Normann (eds.). Fagbokforlaget, Oslo. pp. 171-197 (specifically section 1 on inclusive texts, pp. 172-180).

The History of 'Race' and Empire (Meg)

The following three 25-minute lectures can be made available either as a package or singly. These will be in the form of podcasts which can be viewed asynchronously and, if desired, they can be followed by a 60-minute live session.

- 1) In the beginning: 'Race' and Empire in the 17th and 18th centuries
- 2) Science, 'Race' and Empire: the 19th to mid-20th century
- 3) End of Empire, not of 'Race': the mid-20th to 21st century

Extra sessions: old favourites

Gobblefunking in the Classroom (Beck)

Delve into Roald Dahl's imaginative language and vocabulary with this 60 or 90-minute workshop designed for those looking to combine language and laughter in the classroom. This session is suitable for GLU and KFK students (especially grades 4-9).

Harry Potter and the Chamber of Accents (Beck)

A 45 or 60-minute interactive session in which we critically explore together accents and attitudes in the Harry Potter films. This session cannot be taken alongside Menu B.

Language, Youth and Identity in Britain (Beck)

A 45-minute live session which explores the vocabulary of today's British youth as a means of thinking about language and identity in modern British cities. An optional 25-minute video looking at other language features is also provided.

Swearing (Beck)

A 30, 45 or 60-minute live session on the history of British swearing, including a cross-cultural comparison between Norway, the UK and US. Extra optional materials are also provided.

The British Class System (Meg)

A single hour long lecture introduction to the class system in the UK. Can be live or asynchronous.

'Race' and Education (Meg)

A single half-hour live session focussing on contemporary issues relating to BAME pupils in the English school system. Can be live or asynchronous.

Brexit (Terry)

A single half-hour live lecture on where the hell we are with Brexit. Can be live or asynchronous.

US Politics (Terry)

A single half-hour live lecture on the recent US presidential election. Can be live or asynchronous.

## **OTHER TOPICS MAY BE AVAILABLE ON REQUEST**

### **Enhancement Activities**

In addition to the above menus, students on all programmes will have access to a number of optional enhancement activities. Mostly these will be in the form of web links and Padlets where students can **explore some of the sights and sounds of the UK**, specifically York, for themselves. This includes exploring some of York Minster's stained glass as well as the streets of York and some of its historical buildings.

On either the final Thursday evening or the final Friday afternoon of each programme there will usually be a **live pub quiz** for any interested students. This will be shared

across all programmes and institutions taking courses in that week. Some of the questions will be based on the modules studied that week, others about York and others will be general knowledge based around the UK. This is optional and just for fun, but a great way to interact in English and learn more about the UK, and to end the course with a chance to learn whilst socialising.

Finally, we will include resources on the **Education system in the UK** for groups with GLU and KFK students (and by request for other groups). These materials will be “on demand”, optional and aim to replace some aspects of the half day school visits that are often the highlight of our programmes for GLU and KfK students.

## Our Teaching Team (alphabetical by surname)

Brief information about each of us follows, but you can find out more about us at <https://www.york.ac.uk/hsc/staff/> and/or follow us on Twitter [@nsc\\_york](#) or Facebook <https://www.facebook.com/groups/2256127419/?ref=bookmarks> to find out more about what we are currently doing.



**Dr Terry Hathaway**, BA & MA (Sheffield), PhD (Leeds). Doctoral thesis on corporate power in US environmental policy. Research and teaching interests include: politics, political economy, environmental politics, power, and discourse.

**Dr Lalita Murty**, PhD (Sheffield). Doctoral thesis involved evaluating an initiative set up in Sheffield to promote bilingualism in the education sector in the city. Postdoc research at the Max Planck Institute, Netherlands, on Spoken Word Recognition processes in Telugu and Japanese. Research interests in Global Englishes, specifically attitudes towards varieties of Englishes and their intelligibility and comprehensibility in Business English.



**Dr Meg Roughley**, BA & MA (UBC), DPhil (York). Doctoral thesis on poststructuralist critical theory. Research and teaching interests include: critical theory, post 17th-C literatures in English, British children's literature, post-colonialism and British race relations.

**Dr Beck Sinar**, BA, MA, DPhil (York). Doctoral thesis on the history of English reflexive pronouns. Research and teaching interests include: teaching and learning vocabulary, modern and historical sociolinguistics, linguistic variation and change, accentism, and dialect representation in literature, TV and film.



**Prof Gweno Williams**, BA, MA (York), PGCE (Wales), National Teaching Fellow (2002). Research and teaching interests include: Shakespeare, Early Modern Women's Writing, particularly Margaret Cavendish, Duchess of Newcastle, literature for young readers in the English classroom, theatre through performance, English curricula in Norway and Scandinavia.