

## COUNCIL

The Council helps the teacher to design the course and to examine the students. Its members are:



**Godfrey Baldacchino**, born 1960, from Malta is a Professor in Malta, in Corsica and on Prince Edward Island, Canada. He is the president of the International Small Islands Studies Association. (ISISA).



**Tove Fagerström**, born 1976, from Vaasa in Finland lives on the Åland Islands and has a Master in Scientific Journalism and a Master of Biomedical Science.



**Marian O'Malley**, born 1989, from Clare Island in County Mayo, Ireland, has a Master's Degree of International and Comparative Law and a BA in Politics and International Relations.



## TEACHER

**Christian Pleijel**, born 1951, is a Senior Advisor at Sweco and vice Chairman of the European Small Islands Federation (ESIN). He is the author of *How to Read an Island*.

## EXAMINATION

The examination is based on the students first three assignments (10-15-15%) and on the fourth assignment: an overall presentation of an island (60%).

## VIRTUAL CLASSROOM

We use the Fronter learning environment where contacts, files, lectures, documents and other resources are all stored in one secure, central place accessible anytime, anywhere.



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# How to Read an Island

10 p University Course in Regional Planning

Spring & Autumn 2015

## INTRODUCTION

Understanding a small island community is not easy, whether it is your own, a collaborating island or one that you just pay a visit to. Islands are distinct, distant and different worlds. They are small-scale communities, miniatures of the mainland society, vulnerable and sometimes incapable of taking care of themselves.

This course examines islands as entities in an interdisciplinary way. You will be using a creative concept for studying the small islands of Europe, as well as for studying a specific island of your choice. You will read literature on islands, you will make your own field studies and interviews, and you will write a thesis on the island you have selected. Your fellow students come from small islands all around Europe and the course is given in English.

## THE OPEN UNIVERSITY CONCEPT

The idea that new technologies such as radio and television could be used to bring education to a wide audience began to surface as long ago as the 1920s. But it was not until the early 1960s that the idea gained momentum, when the UK Labour party under Prime Minister Harold Wilson decided to take action to address the exclusion from higher education of people from unfavoured groups.

Wilson later recalled: I spent Easter Sunday 1963 in the Isles of Scilly. Between church and lunch I wrote the whole outline for a University of the Air.

When the Open university accepted its first students in 1971, 25,000 people enrolled and 20,000 registered on a course – at a time when the total student population in the UK was only about 130,000.

New methods of learning also featured as computers began to

replace typewriters on desks and video recorders replaced the need to set the alarm to view the Open university's early morning broadcasts. Today, course delivery takes full advantage of the internet, with students learning online and on mobile devices, and using high-tech tools like the virtual microscope.

At Open university, there is no permanent curriculum; the school strives to arrange the courses much according to the students' wishes. In order to keep students' costs to a minimum, most course books may be borrowed from the library.

Finland was an early adopter of the Open university concept.

The Open university at the Åland Islands was founded in 1969 and is now a part of the Åland University of Applied Sciences.

## SCHEDULE

<b>Part 1</b> <b>A INTRODUCTION</b> Welcoming, overview, students, teacher & council, time plan, literature, Fronter  <b>B SIX THINKING HATS</b> Video lecture 1  <b>C READING</b>  <b>D ASSIGNMENT 1</b> Describe yourself as a student, using the Six Thinking Hats <b>Due Feb, 27</b>  <b>E INDIVIDUAL FEEDBACK</b>	<b>Part 2</b> <b>A INTRODUCTION</b> General feedback Part 2 planning <b>B ISLANDS OF EUROPE</b> Video lecture 2  <b>C READING</b>  <b>D ASSIGNMENT 2</b> How can the European islands be clustered?  <b>Due May, 13</b>  <b>E INDIVIDUAL FEEDBACK</b>	<b>Part 3</b> <b>A INTRODUCTION</b> General feedback Part 3 planning <b>B ASPECTS OF ISLANDS</b> Video lecture 3 Transports, energy, gender, population, area, governance, trade & industry, tourism, culture... <b>C READING</b> Interviews and field studies <b>D ASSIGNMENT 3</b> Describe your own island from a thematic viewpoint <b>Due October, 2</b>  <b>E INDIVIDUAL FEEDBACK</b>	<b>Part 4</b> <b>A INTRODUCTION</b> General feedback Part 4 planning   <b>D ASSIGNMENT 4</b> Student's examination task, under tutoring <b>Due November, 3</b>  <b>E INDIVIDUAL FEEDBACK</b> Council meeting Examination General and individual feedback
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