



ME2084 Organizational Analysis and Professional Roles 4.0 credits

Verksamhetsanalys och yrkesroller

This is a translation of the Swedish, legally binding, course syllabus.

If the course is discontinued, students may request to be examined during the following two academic years

Establishment

On 13/06/2019, the Dean of the ITM school has decided to establish this official course syllabus to apply from spring term 2020 (registration number M-2019-1323).

Grading scale

P, F

Education cycle

Second cycle

Main field of study

Industrial Management

Specific prerequisites

UCK310 Social Relations and Educational Leadership completed

Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

Intended learning outcomes

After passing the course, the students should be able to:

1. Describe and discuss central concepts and theories of schools and other educational environments from an organizational theory related perspective of and report these in writing and orally
2. Identify and formulate a scientific issue that problematises organisational practices in an business/organisation based on theoretical concepts such as power, gender, ethnicity, class, equality, diversity and leadership
3. Design a research plan for how this scientific issue should be turned into principles of collection, systematisation and analysis of empirical material in a business/organisation
4. Analyse empirical studies in relation to the scientific issue and present a cohesive scientific final report to scientific examination orally and in writing

Course contents

The aim with the course is that the students should develop his ability to by means of research-based theories and methods reflect on how the school and other education environments as organisations for teaching, professional socialisation and career opportunities can be developed, and prepare the students for their own analysis and development work in their teaching practice.

The course focuses on the school and other education environments as working organisations. It gives an introduction to organisational theory with a power perspective, in order to prepare the students for own analysis and development work in their teaching practice. The organisational perspective is important to be able to understand both in what way structures and cultures shape us as people and give us different preconditions to achieve different aims. We comes to particularly direct our attention on questions about power and social categories such as sex/genders, class and ethnicity. Based on our analyses, we will reflect on in what way the school and other education environments can be developed to more equal and equal working organisations.

The course is largely project-based. Initially, a presentation of theories and concepts are made to be able to collect materials and make analyses of organisations with a focus on power relations. Then, a project work comes in groups of three to four to be carried out. The project goes out on to make an analysis of a school or other education environment by means of the course literature, and during the time of the project be reported issue, research plan and analysis as written assignments. The project is reported in writing in a coherent final report.

The course is assessed through written assignments and written and oral reporting of project work.

Examination

- INL1 - Assignment, 0.5 credits, grading scale: P, F
- INL2 - Assignment, 0.5 credits, grading scale: P, F
- INL3 - Assignment, 1.0 credits, grading scale: P, F
- PRO1 - Project, 2.0 credits, grading scale: P, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

The course is assessed through written assignments, and written and oral reporting of project work. Grading scale: Pass/Fail

For the grade Pass approved written assignments and project work and full attendance at all occasions is required .

Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.