



Course syllabus

School of Business and Economics

Department of Organisation and Entrepreneurship

4FE051 Entreprenörskap och aktionsbaserade metoder, 15
högskolepoäng

Entrepreneurship and Action Based Methods, 15 credits

Main field of study

Business Administration

Subject Group

Business Administration

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved by School of Business and Economics 2016-01-27

The course syllabus is valid from autumn semester 2016

Prerequisites

General entry requirements for studies on second level, and specific entry requirements:
Business Administration 90 credits, and English B/English 6, or the equivalent.

Objectives

After completing this course the student is expected to be able to:

- problematize the origins of action based research and the underlying values and assumptions of this research approach
- identify different traditions within action based research and critically assess those regarding their basic assumptions and values, as well as, regarding their ethical research considerations
- apply action based methods in order to contribute to the development of a business, an organization or the community
- document the methodological work and communicate the results orally and in writing
- assess a performed development project based on action based methods
- make relevant judgements with regard to societal and ethical aspects of the development project

Content

The course consists of:

- knowledge about action based methods
- application of action based methods

- documentation of how action based methods are applied
- communication of how action based methods are applied and the results of the process
- ethical and societal aspects of action based methods

Type of Instruction

A variety of instructions are utilized including lectures, seminars and student lead discussions. The course is taught in the spirit of action based methods. Therefore, learning is a process of mutual exchange between students, teachers and the representatives from businesses, organizations and communities. Collaboration and communication with representatives for contexts for development projects is an essential part of the course and requires that the students take responsibility to take the lead for their own learning in interaction. The role of the teachers is in that respect as mentors for the students. Obligatory parts are stated in the schedule.

Examination

The course is assessed with the grades A, B, C, D, E, Fx or F.

Written reports. An active participation during mandatory seminars is required in order to pass the course.

The grade A constitutes the highest grade on the scale and the remaining grades follow in descending order where the grade E is the lowest grade on the scale that will result in a pass. The grade F means that the student's performance is assessed as fail.

After each regular examination there will be at least one new examination in close proximity to the date the results of the regular exam were posted. A minimum of five occasions for written exams will be offered in relation to the syllabus to which the student was accepted. Usually three occasions per academic year are offered. Students that fail reports can complement after instructions from the examiner to obtain a pass grade.

Grading criteria for the A–F scale are communicated in writing to the student by the start of the course/module at the latest, as well as how grades on separate elements of examination are weighed to a final course grade.

Course Evaluation

During the implementation of the course or in close connection to the course a course evaluation is to be carried out. Result and analysis of the course evaluation is to be presented as feedback both to the students who have completed the course and to the students who are to participate on the course the next time it is offered. The course evaluation is to be carried out anonymously.

Required Reading and Additional Study Material

Required reading

Bill, F. & Olaisson, L. (2009). The indirect approach of semifocused groups. Expanding focus group research through role-playing. *Qualitative Research in Organizations and Management: An International Journal*, 4, 1, 7-26.

Boyer, E.L. (1996). The Scholarship of engagement. *The Journal of Public Service and Outreach*, 1, 11-20.

Freire, P. *Education for Critical Consciousness*. New York. Continuum. Latest edition. 164 pages.

Greenwood, D. J. & Lewin, M. *Introduction to action research: social research for social change*. Thousand Oaks, California. SAGE. Latest edition. 301 pages.

Johansson, A. W. & Lindhult, E. (2008). Emancipation or Workability?; Critical versus

Pragmatic Scientific Orientation in Action Research. *Action Research*, 6(1), 95-114.

McIntyre, A. *Participative Action Research*. Los Angeles. SAGE. Latest edition. 104 pages.

Reason, P. & Bradbury, H. (eds.). *The SAGE Handbook of action research: participative inquiry and practice*. Los Angeles. SAGE. Latest edition. 752 pages.

Van de Ven, A.H. *Engaged scholarship. A guide for organizational and social research*. Oxford. Oxford University Press. Latest edition. 299 pages.

Additional Study Material

Additional literature will be selected in discussions with the student groups, depending on the methods used in their development project.