



Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

1FL025 UVK-kurs: Vetenskapsteori och forskningsmetodik, 7,5
högskolepoäng

Generell education: Theory of Science and research methodology,
7.5 credits

Main field of study

Educational Sciences

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved 2014-05-21

Revised 2017-04-19 by Faculty of Social Sciences.

The course syllabus is valid from spring semester 2018

Prerequisites

NO VALUE DEFINED

Objectives

After completing the course, students shall be able to:

- discuss different theoretical principal orientations as a relation between interest in knowledge, purpose, research issue and method
- systematically analyse quantitative and qualitative data
- discuss methods of management and development of educational activities by the support of relevant research
- independently formulate and plan an academic study and value the plan on the basis of research ethical principles, and motivate the choices made

Content

This course provides an introduction to the following independent project/degree project. The aim of the course is that students shall obtain knowledge of research processes and develop their skills to produce an academic paper with a thought-out outline. Initially, the course provides a general view of scientific traditions and theoretical issues, with special emphasis on scientific arguments and principles of reasoning. Other areas of knowledge illustrated are the role of theory in the research process, different principles for the use of quantitative as well as qualitative data, and research ethical issues. Conducting research with and about children is discussed on the basis of the child perspective as well as children's perspective. Assessment and development work in preschool in relation to research is also discussed. Finally, the student develops a research plan as a preparation for the the coming degree project.

Professional Basis and Professional Progression

The course emphasizes research and science as a significant part of the educational activities. The scientific approach is emphasized in the course as fundamental skills for the professional practice and is also considered a fundamental competence during assessment and quality work. Students are trained in being able to critically challenge/have a critical approach to literature and research.

Scientific Approach and Scientific Progression

The course relates the theory of science to the choice of relevant research methods in the development of a research plan. The knowledge of central theoretical concepts is challenged, and systematic analysis of qualitative and quantitative data is practiced. Prior to this course, the students are expected to have obtained knowledge of how to use sources and how to apply this knowledge in the course study material. The course is particularly focused on the encounter between profession and science.

Type of Instruction

Teaching is conducted in the form of lectures, seminars, practical sessions and group assignments. The methods of instruction support the development of professional communicative skills where the students through descriptions, presentations, analyses and critical questions are trained in processing the course content in relation to the preschool activities.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

Examination takes place through presentations, oral examination of theoretical concepts, and a written take-home exam where the student writes a research plan for the coming independent project/degree project. Irrespective of examination method, it is the individual student's performances that are assessed and graded. In order to receive a grade of Pass, the course objectives must be attained.

Course Evaluation

A course evaluation is carried out either during or at the end of the course. The results are presented to the students who have completed the course as well as to the students at the following course date. The course evaluation is conducted anonymously. The results are reported to the departments in question and to the programme council concerned.

Required Reading and Additional Study Material

Allwood, Carl Martin & Erikson, Martin G (2010). *Grundläggande vetenskapsteori för psykologi och andra beteendevetenskaper*. 1st ed. Lund: Studentlitteratur, (180 p.). ISBN 9789144047980.

Christensen, Pia & James, Allison (Eds.) (2008). *Research with children: perspectives and practices*. 2nd ed. London: Routledge, (295 p., assigned chapter). ISBN 9780415416832.

Denscombe, Martyn (2009). *Forskningshandboken: för småskaliga forskningsprojekt inom samhällsvetenskaperna*. 2nd ed. Lund: Studentlitteratur, (250 p. out of 445 p.). ISBN 9789144050041.

Dimenäs, Jörgen (Ed.) (2007). *Lära till lärare: att utveckla läraryrket - vetenskapligt förhållningssätt och vetenskaplig metodik*. 1st ed. Stockholm: Liber, (selected parts of 261 p.). ISBN 9789147084210.

Hermerén, Göran (2011). *God forskningssed*. Stockholm: Vetenskapsrådet. Vetenskapsrådets rapportserie, 1651-7350 ; 2011:1. (129 p.). ISBN 9789173071895.

Lantz, Björn (2011). *Den statistiska undersökningen: grundläggande metodik och typiska problem*. 1st ed. Lund: Studentlitteratur, (182 p.). ISBN 9789144072739.

Linnér, Bengt & Lundin Åkesson, Katarina (2011). *Examensarbetet på lärarutbildningen: en kollektiv process*. 1st ed. Lund: Studentlitteratur, (96 p.). ISBN 9789144075082.