



## 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 2019-11-12 by Faculty of Social Sciences. Revision of the course literature.

The course syllabus is valid from autumn semester 2020

### **Prerequisites**

Specific entry requirements:

1FL001 Preschool - Children's First School

1FL002 Play, Learning and Care in Pre-school

1FL003 Work-based Education in Pre-school - period I

1FL007 Work-based Education in Pre-school - period II

1FL011 Curriculum Theory and Didactics in Pre-school or the equivalent.

## Objectives

The aim of the course is that students shall acquire knowledge of and familiarise themselves with science and scientific approach, partly as a knowledge basis for research and quality development work in the professional practice, and partly as an introduction to the independent project in order to obtain an insight into and understanding of the research process.

After completing the course, students shall be able to:

- discuss different principal orientations within the theory of science and the relations between interest of knowledge, purpose, research issue and method,
- systematically analyse quantitative and qualitative data,
- independently formulate and plan an academic study and evaluate the plan on the basis of research ethical principles, and motivate the choices made.

## Content

The course content is aimed at developing the students' understanding, knowledge and skills in research and quality development work. 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 concern the role of theory in the research process, different principles for the use of quantitative as well as qualitative data, and research ethical issues. Finally, the student develops a research plan as a preparation for 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 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 concepts within the theory of science 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 specially focused on the development of a scientific and professional approach, and such an approach is intended to strengthen the students' ability to reflect on the school's mission in relation to changes in society and pupils' learning. By the use of practical sessions where the results are communicated and discussed in the group, a systematic and reflective working method is established in order to illustrate the encounter between science/research and the professional practice. Teaching is conducted in the form of lectures, seminars, practical sessions and group assignments, in which the students through descriptions, presentations, analyses and critical questions are given the opportunity to understand and critically review the activities and professional practice for which the education is intended. The methods of instruction shall support the development of professional communication skills as a critical and democratic competence.

## Examination

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

Examination of the course is carried out through a written examination, two workshops and the completion of a research plan. In order to receive a grade of Pass, the course objectives must be attained. In order to receive a grade of Pass with Distinction in the entire course, it is required that the written examination and the research plan are assessed as Pass with Distinction.

A retake of the examination is provided in accordance with the Local Regulations for First-Cycle and Second-Cycle Courses and Examination at Linnaeus University.

Should the university determine that a student is entitled to special educational support due to impairment, the examiner may provide the student with an adapted test or the student may carry out the examination in an alternative way.

## Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis of the evaluation are presented to the students who have completed the course as well as to new students at the following course date. The course evaluation is

conducted anonymously.

## Required Reading and Additional Study Material

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

Denscombe, Martyn (Latest edition). *Forskningshandboken: för småskaliga forskningsprojekt inom samhällsvetenskaperna*. 2nd ed. Lund: Studentlitteratur, (250 pages of 445 p.)

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

Karlsudd, Peter (2018). Att problematisera "problemet": Bedömning och utveckling av problemformuleringar i lärarutbildningens självständiga arbeten. *Nordic Journal of Vocational Education and Training*, 8(1), 1-22.