



## Course syllabus

Faculty of Social Sciences  
Department of Education

1MB523 Vetenskapsteori och forskningsmetod, 7,5 högskolepoäng  
Theory of Science and Research Methods, 7.5 credits

### **Main field of study**

Education

### **Subject**

Education

### **Level**

First cycle

### **Progression**

G1F

### **Date of Ratification**

Approved 2017-06-14.

Revised 2025-01-30. Revision of the reading list.

The course syllabus is valid from spring semester 2025.

### **Prerequisites**

Admission to the course requires completion of the courses:

1MB518 Introduction to Research and Field Studies, 15 credits

1MB520 Professional Stance on Relational Pedagogy, 7.5 credits  
or the equivalent.

### **Objectives**

After completing the course, students shall be able to:

- account and argue for different perspectives within the theory of science and research methods within social sciences, as well as relate these to current research,

- find, identify and examine scientific publications relevant to the field of social pedagogy.

## Content

The course covers different perspectives within the theory of science and research methods within social sciences and the pedagogical field of knowledge. The course also includes compulsory elements in the form of practical sessions in strategies applied to find, examine and analyse relevant research literature linked to the field of social pedagogy.

## Type of Instruction

Teaching consists of lectures, seminars and compulsory elements in the form of practical exercises in literature search strategies and article analysis.

## Examination

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

Examination of the course objectives is carried out through an individual written assignment, comprising 7.5 credits.

In order to receive a grade of Pass, participation in the compulsory course components is required and the assignment must be assessed as Pass. For a final grade of Pass with Distinction, in addition to participation in the compulsory course components, it is required that the individual written assignment is 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

Beckman, Linda; Svensson, Mikael; Geidne, Susanna & Eriksson, Charli (2017). Effects on alcohol use of a Swedish schoolbased prevention program for early adolescents: a longitudinal study. *BMC Public Health*, 17(2): 1-9, <https://doi.org/10.1186/s12889-016-3947-3> .

Blagden, Nicholas & Perrin, Christian (2018). The impact of a brief structured intervention on young offenders masculine identity: a mixed methods study. *Journal of criminal psychology*, 8(3): 173-186, <https://doi.org/10.1108/JCP-11-2017-0042> .

Bryman, Alan; Clark, Tom; Foster, Liam & Sloan, Luke (2025). *Brymans Samhällsvetenskapliga metoder*. Stockholm: Liber. (808 p.). ISBN: 9789147147014.

Kesak, Hennie & Basic, Goran (2023). Interculturalism, ethnicity, and multilingualism in upper secondary school: an analysis of social pedagogical identities during pedagogical work with newly arrived students in Sweden. *Intercultural Education*, 34(2): 180-198, <https://doi.org/10.1080/14675986.2023.2177623>.

Thurén, Torsten (2019). *Vetenskapsteori för nybörjare*. 3 [rev.] uppl. Stockholm: Liber, (203 p.). ISBN: 9789147127788.

A variety of articles are also included, 50 pages.