



Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

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

Main field of study

Education

Subject Group

Education

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved 2017-06-14

Revised 2021-01-28 by Faculty of Social Sciences. Revision of the entry requirements.
The course syllabus is valid from spring semester 2021

Prerequisites

Admission to the course requires completion of the courses:

1MB518 Introduction to Research and Field Studies, 7.5 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 sessions 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

Anderberg, Mats & Dahlberg, Mikael (2018). Gender differences among adolescents with substance abuse problems at Maria clinics in Sweden. *Nordic Studies on Alcohol and Drugs*, 35(1): 24-38.

Basic, Goran (2019). Coherent triads and successful inter-professional collaboration: narratives of professional actors in the Swedish child welfare system. *Nordic Social Work Research*, 9(3): 235-249.

Basic, Goran (2018). Social pedagogical work with unaccompanied young refugees with experiences of war in institutional care in Sweden: an ethnography-inspired analysis of the narratives of young persons and institution personnel. *Social Sciences and Education Research Review*, 5(2): 6-29.

Bryman, Alan (2018). *Samhällsvetenskapliga metoder*. 3rd [rev.] ed. Stockholm: Liber, ch. 1-12, 17-23 och 26-27, (618 p.) ISBN: 9789147112067.

Carras, Michelle Colder; Porter, Anne Marie; Van Rooij, Antonius J.; King, Daniel; Lange, Amanda; Carras, Matthew & Labrique, Alain (2018). Gamers' insights into the phenomenology of normal gaming and game "addiction": A mixed methods study. *Computers in Human Behavior*, 79(2018): 238-246.

Fefer, Sarah, A.; McQuade, Julia, D.; Virga, Caitlin; Johnson, Autumn; Gordon, Kayla; Santiago-Rosario, Maria; Reinbergs, Erik & Porter, Jessica (2018). Mother's Observations of Biased Self-Perceptions in Children with ADHD. *Journal of Child and Family Studies* (2018)27: 2328-2342.

Hamdani, Yani; Ary, Ayelet & Lunsky, Yona (2017). Critical Analysis of a Population Mental Health Strategy: Effects on Stigma for People With Intellectual and Developmental Disabilities. *Journal of Mental Health Research in Intellectual Disabilities*, 10(2): 144-161.

Manhica, Hélio; Gauffin, Karl; Almquist, Ylva B.; Rostila, Mikael; Berg, Lisa; Rodriguez Garcia de Cortázar, Ainhoa & Hjern, Anders (2017). Hospital admissions due to alcohol related disorders among young adult refugees who arrived in Sweden as teenagers – a

national cohort study. *BMC Public Health*, 17(1): 644.

Thurén, Torsten (2019). *Vetenskapsteori för nybörjare*. 3rd [rev.] ed. Stockholm: Liber, ch. 1-22, (203 p.) ISBN: 9789147127788.

Quiroga, Angélica; López-Rodríguez, Lucia & Willis, Guillermo B. (2017). Parental Support Buffering the Effect of Violence on Adolescents' Depression: Gender Differences. *Journal of Interpersonal Violence*, 32(7): 1068-1086.

Willging, Cathleen E.; Harkness, Audrey; Israel, Tania; Ley, David; Hokanson, Patricia S.; DeMaria, Catherine; Joplin, Aaron & Smiley, Verida (2018). A Mixed-Method Assessment of a Pilot Peer Advocate Intervention for Rural Gender and Sexual Minorities. *Community Mental Health Journal*, 54(4): 395-409.

Wästerfors, David (2019). Things Left Unwritten: Interview Accounts versus Institutional Texts in a Case of Detention Home Violence. *Social Inclusion*, 7(1): 248-258.

A variety of articles are also included, 50 pages.