



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

2FL01E Självständigt arbete i förskolepedagogiskt område, 15 högskolepoäng

2FL01E Independent Project in Pre-school Teacher Education, 15 credits

Main field of study

Educational Sciences

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G2E

Date of Ratification

Approved 2014-02-19

Revised 2017-09-25 by Faculty of Social Sciences.

The course syllabus is valid from spring semester 2018

Objectives

After completing the course, students shall be able to:

- plan and conduct an academic study within the pre-school teacher educational field
- value, compare and have a critical approach to different sources, as well as demonstrate their competence in information searching
- find information about and present research and literature relevant to the study
- account for ethical views adopted in connection with conducting the study
- independently collect, interpret and analyse data, and communicate the results in writing with scientifically based arguments, including a popular scientific summary
- defend their independent project with objective and relevant arguments
- critically review and in a constructive manner discuss other students' independent projects
- comply with the research ethical principles in force within the field of humanities and social science research

Content

In this course, students conduct an academic study with professional relevance to the pre-school teacher educational field. Research ethical principles within the research field of humanities and social science shall be taken into account. Students search for scientific sources and literature, and consider their relevance in relation to the chosen issue. The academic study is presented in writing. The students account for their reasons for the choices made during the study and the results by the use of scientifically based arguments, and formulate a popular scientific summary of the project. Students shall also orally defend their independent project and its results with well-founded and objective arguments when the project is reviewed by other students at the public discussion and examination. In the course is also included that students shall critically review and in a constructive manner take part in oral discussions on other students' independent projects.

Professional Basis and Professional Progression

The focus of the course is on the student's future professional role and mission on the basis of the research and theoretical concepts discussed in the education.

Scientific Approach and Scientific Progression

The focus of the course is on the student's future professional role and approach in relation to the mission. Based on the professional portfolio which the students have used during the education, their own professional progression is made visible. Students shall thus present their own educational fundamental views formed during the programme, and be able to account for, discuss and argue for the choices and standpoints made, and demonstrate an approach to their own reasoning as well as that of others.

Type of Instruction

The independent project is conducted individually or by two students together, at the most. Planning and realization of the project is done in consultation with a supervisor. The examiner may approve that a project is performed by two students together only after having confirmed that assessment and examination may take place individually. The course includes an independent project, seminars and individual literature studies. The required reading is chosen together with the supervisor. The students are themselves responsible for taking part of the guidelines stated in order to conduct the independent project, and observe the time schedule drawn up together with the supervisor/group of supervisors. Students are also expected to take an active part in supervision sessions and seminars. Supervision sessions and seminars are mandatory. Students only have the right to supervision during the scheduled period of the course, unless special reasons apply.

Examination

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

In order to receive a grade of Pass, the course objectives must be fulfilled. Examination is carried out by the students presenting their independent projects, and by critically review and publicly discuss and examine another student's project. Defending the own project as well as reviewing another independent project is done verbally during the public discussion and examination. In order to separate and assess the individual work and performances, the assignment as external reviewer and defending an independent project shall be conducted individually, also in cases where the project has been performed by two students together.

Course Evaluation

After completing the course, a course evaluation is carried out which is compiled in writing and presented to the students who have completed the course. It is also presented to the students at the following course date together with any measures taken. The results are reported to the department in question and to the programme council concerned, and are later filed by the course coordinating department.

Other

Students are themselves responsible for registering their projects in DiVA. Instructions on how publication in DiVA is carried out can be found on the library web page. It is also the obligation of the students to conduct a plagiarism check of their written presentations by the use of the anti-plagiarism software available at the university. The results are presented to the supervisor and/or the examiner. Independent projects on the general level as well as on the advanced level shall comply with the research ethical principles in force for research in humanities and social science.

Required Reading and Additional Study Material

Required reading

Christensen, Pia & James, Allison (eds.) (2008). *Research with children: perspectives and practices*. 2nd ed. London: Routledge, (295 pages, selected parts). ISBN 978-0-415-41683-2.

Dimenäs, Jörgen (ed.) (2007). *Lära till lärare: att utveckla läraryrket - vetenskapligt förhållningssätt och vetenskaplig metodik*. 1st ed. Stockholm: Liber, (261 pages, selected parts). ISBN 978-91-47-08421-0.

Hermerén, Göran (2011). *God forskningssed*. Stockholm: Vetenskapsrådet. Vetenskapsrådets rapportserie, 1651-7350 ; 2011:1. (129 p.). ISBN 978-91-7307-189-5. Available on the Internet: www.cm.se/webbshop_vr/pdf/2011_01.pdf

Linnér, Bengt & Lundin Åkesson, Katarina (2011). *Examensarbetet på lärarutbildningen: en kollektiv process*. 1st ed. Lund: Studentlitteratur, (96 p.). ISBN 978-91-44-07508-2.

Elective reading related to the issue in question, circa 1,500 pages.

Works of Reference

Theory of knowledge

Hansson, Bengt (2011). *Skapa vetande: vetenskapsteori från grunden*. 1st ed. Lund: Studentlitteratur, (230 p.). ISBN 978-91-44-07095-7.

Sohlberg, Peter & Sohlberg, Britt-Marie (2009). *Kunskapens former: vetenskapsteori och forskningsmetod*. 2nd, [suppl. and ext.] ed. Malmö: Liber, (269 p.). ISBN 9789147089543.

Research method

Bryman, Alan (2011). *Samhällsvetenskapliga metoder*. 2nd, [rev.] ed. Malmö: Liber, (690 p.). ISBN 978-91-47-09068-6.

Denscombe, Martyn (2004). *Forskningens grundregler: samhällsforskarens handbok i tio punkter*. Lund: Studentlitteratur, (265 p.). ISBN 91-44-04234-5.

Statistics

Byström, Jan & Byström, Jonas (2011). *Grundkurs i statistik*. 7th, rev. ed. Stockholm: Natur & kultur, (369 p.). ISBN 978-91-27-12236-9.

Report

Backman, Jarl (2008). *Rapporter och uppsatser*. 2nd, updated [and extended]. ed. Lund: Studentlitteratur, (223 p.). ISBN 9789144048260.

Rienecker, Lotte & Stray Jørgensen, Peter (2008). *Att skriva en bra uppsats*. 2nd, [rev. and updated] ed. Malmö: Liber, (416 p.). ISBN 9789147087679.

Strömquist, Siv. *Skrivboken. Skrivprocess, skrivråd och skrivstrategier*. Malmö: Gleerups, 2000: 195-227 (32 p.).

Svenska språknämnden (2000). *Svenska skrivregler utgivna av Svenska språknämnden*. Stockholm: Liber, (264 p.).