Linnæus University

Jnr: 2019/2074-3.1.2.2

Course syllabus

Faculty of Social Sciences
Department of Pedagogy and Learning

2KP040 Vetenskapsteori, utvärdering och utvecklingsarbete för ämneslärare (KPU), 6 högskolepoäng

Theory of science, evaluation and development work for secondary- and upper secondary school teachers, 6 credits

Main field of study
Didactics

Subject Group
Educational Sciences/General Didactics

Level of classification
First Level

Progression
G2F

Date of Ratification
Approved by Faculty of Social Sciences 2019-09-04
The course syllabus is valid from spring semester 2020

Prerequisites
2KP001 Perspectives on School and Teaching Conditions - For Subject Teachers, 9 credits

Objectives

Upon completion of the course, students shall be able to:

- describe the theory of science by the use of examples from current research into their own subjects,
- account for the correlation between knowledge interest, purpose, research question and method in academic texts from different scholarly traditions,
- describe how best practice shared with peers is related to the disciplinary foundation and clarify the importance of this relation to the professional practice and professional development,
- give examples of a study design, for development work or research, that contributes to well-founded conclusions relevant to the profession in question,
- systematically analyse quantitative and qualitative data.

Content

The course content is focused on developing the students' understanding and knowledge of and proficiency in research and quality development work. The course begins with an overview of scientific traditions and research questions within the theory of science, including examples from current research into the field of school and education. The relation between the disciplinary foundation and best practice and the associated importance to the professional practice and professional development is problematized. Other fields of knowledge concern the role of theory in the research process, different principles for the application of quantitative as well as qualitative data, and research ethical issues.

Students shall finally develop a research or development plan as a preparation for the coming degree project. Teaching is particularly focused on the development of a scientific and professional approach. 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. Through practical exercises, where the results of which are presented and discussed in the group, a systematic and reflective working method is established in order to illustrate the interaction between science/research and the professsional practice.

Professional Basis and Professional Progression

The course focuses on relating best practice to the disciplinary foundation, and the students enhance their own competence in the educational practice by learning how to evaluate and develop the teaching.

Scientific Approach and Scientific Progression

The students will enhance their understanding and knowledge of research and development work within their own subjects. The course also involves the interaction and discussion of different subjects, providing general knowledge of the width of scientific approaches and methods. The students enhance their knowledge and understanding of how scientific work is pursued and problematizes how the disciplinary foundation is related to best practice.

The course links the theory of science to relevant research methods through the development of a plan for research or development work. Knowledge of key research and scientific concepts are tested, and the students learn how to practice systematic analysis of qualitative and quantitative data. Before starting this course, students are expected to have knowledge of source reference management and how to apply this knowledge in the course texts. The course is specially focused on the encounter between profession and science.

Type of Instruction

Teaching takes place in the form of lectures, seminars, workshops and group assignments.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).
Examination of the course objectives takes place by means of a written exam comprising 1.5 credits, two examination workshops comprising 2 credits, and the completion of a plan for research or development work, comprising 2.5 credits.

In order to receive a grade of Pass in the course, the objectives must be attained. For a grade of Pass with Distinction in the course, the written exam and the research/development plan require the grade of 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. (Latest edition). *Grundläggande vetenskapsteori*. Lund: Studentlitteratur, (180 p.)

Denscombe, Martyn. (Latest edition). *Forskningshandboken*. Lund: Studentlitteratur, (selected pages, 300 p.)

Kane, Eva (2015). *Playing practices in schoolage childcare: an action research project in Sweden and England*. Diss. (summary) Stockholm: Stockholms universitet.

Karlsudd, Peter (2018). Att problematisera ”problemet”: Bedömning och utveckling av problemformuleringar i lärarutbildningens självständiga arbeten. *Nordic Journal of Vocational Education and Training,* 8(1), 122.

Vetenskapsrådet (2017). *God forskningssed*. (84 s). ISBN: 9789173073523. Available on the Internet.

Skolverket (2013). *Forskning för klassrummet – vetenskaplig grund och beprövad erfarenhet i praktiken*. (91 p.)

Skolverket (2017). *Vetenskap och beprövad erfarenhet i skola*. (64 p.)

Additional current publications and/or disserations (ca. 200 p.)