



## Course syllabus

Faculty Board of Health, Social Work and Behavioural Sciences  
School of Education, Psychology and Sports Science

2PE60E Pedagogik III, 30 högskolepoäng  
Education III, 30 credits

### **Main field of study**

Education

### **Subject Group**

Education

### **Level of classification**

First Level

### **Progression**

G2E

### **Date of Ratification**

Approved by the Board of the School of Education, Psychology and Sports Science  
2009-11-17

Revised 2012-06-11

The course syllabus is valid from autumn semester 2012

### **Prerequisites**

Education II, 31-60 hp or equivalent

## Objectives

### *Module 1, Education as a Science*

On completion of the course, students should be able to

- problematize pedagogical questions within different fields in an epistemological, historical and societal perspective
- examine and analyse different theories of knowledge and pedagogical philosophical traditions
- utilise different information retrieval systems and databases in order to find relevant scientific publications

### *Module 2, Methodologies and methods in educational research*

On completion of the course, students should be able to

- identify and characterise similarities and differences in different research approaches
- argue for different method selections on the basis of different pedagogical issues and theoretical perspectives
- motivate their choices of research methods in a reliable way

- motivate the choice of appropriate statistical correlation methods as well as methods for testing hypothesis
- interpret results from statistical work

### *Module 3, Bachelor Essay in Education*

On completion of the course, students should be able to

- independently, under supervision, plan, carry out, critically evaluate and report an independent scientific study
- defend their own essay at a seminar
- act as opponent on another student's essay

## Content

The course is made up of three modules.

### ***Module 1 Education as a Science 7.5 credits***

The module problematizes pedagogy as a science, its historical foundations, different philosophical traditions and schools of thought in a philosophical and societal perspective. Questions concerning diversity, gender and ethnicity are related to pedagogical traditions and activities. The growth of pedagogy as a science is discussed with views towards both continental and anglo-saxan research traditions.

### ***Module 2 Methodologies and methods in educational research 7.5 credits***

Pedagogical Research 7.5 credits

The module deals with different research approaches as well as arguments behind the selection of different research methods. Both qualitative and quantitative data generation methods and data processing methods are dealt with.

### ***Module 3 Bachelor Essay in Education 15 credits***

The module contains critical examinations of scientific publications, the carrying out and reporting of an independent scientific work, under supervision, in the form of an essay that is ventilated and defended in the form of a seminar. Furthermore, students must act as an opponent on another student's scientific essay.

## Type of Instruction

Teaching is in the form of seminars, individual work, group work and an independent work. Individual or group-based supervision will be provided throughout the course of the independent essay. Mandatory elements will be included in the course. The extent of these mandatory elements will be specified in the schedule or study guidelines. Web-based methods of working are applied, which means that students will need to have access to a computer and the Internet.

## Examination

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

## Course Evaluation

Course evaluation on a continuous basis verbally and/or in writing throughout the course. When the course has finished, an evaluation is compiled. The results are reported to the students and then archived according to the rules of the school.

## Other

Possible additional fees regarding assignments and such shall be paid by the student.

## Required Reading and Additional Study Material

### ***List of references Module 1 - Education as a Science 7.5 hec***

Chandler, Alan F. *Vad är vetenskap egentligen?* Nya Doxa, 2003. (230 p)  
 Gilje, Nils & Grimen, Harald. *Samhällsvetenskapernas förutsättningar*. Daidalos,

1995. (320 p)

Lagemann, Ellen C. & Shulman, Lee S. (Eds.). *Issues in education research: problems and possibilities*. Jossey-Bass Publishers, 1999. Selected parts. (200 p)

Skinholt, Kjetil & Løvlie, Lars (red.). *Pedagogikkens mange ansikter*.

Universitetsforlaget, Oslo, 2004 (selected). (200 p)

Further scientific articles included and chosen in consultation with the course coordinator. (50 p)

### ***List of references Module 2 - Methodologies and methods in educational research 7.5 hec***

Denscombe, Martyn. *Forskningshandboken: för småskaliga forskningsprojekt inom samhällsvetenskaperna (2:a uppl.)*. Studentlitteratur, 2009. ISBN 9789144050041.

Urval 300 s.

Djurfeldt, Göran, Larsson, Rolf & Stjärnhagen, Ola (red.). *Statistisk verktygslåda*.

Lund: Studentlitteratur. ISBN 9144041470.

Kvale, Steinar & Brinkmann, Svend. *Den kvalitativa forskningsintervjun (2:a uppl.)*. Studentlitteratur, 2009. ISBN 9789144055985.

Urval ca 200 s.

Utöver dessa tillkommer artiklar som väljs i samråd med lärare

### ***List of references Module 3 - Bachelor Essay in Education 15 hec***

Backman, Jarl. *Rapporter och uppsatser*. Studentlitteratur, 2008. (200 p)

Rienecker, Lotte & Jørgensen, Peter Stray. *Att skriva en bra uppsats*. Liber, 2002 (selected). (200 p)

Svenska språknämnden. *Svenskt språkbruk. Ordbok över konstruktioner och fraser*. Nordstedts ordbok, 2003 (selected). (15 p)

Vetenskapsrådet. *Forskningsetiska principer inom humanvetenskaplig forskning*.

Vetenskapsrådet, 2003. (17 p)

Also included is literature that is chosen in consultation with the supervisor in connection to personal scientific work. (ca 1000 p)