



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

4FL01E Självständigt arbete i förskolepedagogiskt område, 15 högskolepoäng

Independent Project in Pre-school Teacher Education, 15 credits

Main field of study

Educational Sciences

Subject Group

Educational Sciences/General Didactics

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved by Faculty of Social Sciences 2014-02-19

The course syllabus is valid from autumn semester 2014

Prerequisites

NO VALUE DEFINED

Objectives

After completing the course, students shall be able to:

- independently plan and carry out an academic study within the pre-school educational field
- account for ethical views adopted in connection with conducting the study
- demonstrate the ability to value, compare and critically analyse different sources and demonstrate their skills in information searching
- identify, value and present research and literature relevant to the study and place the study in relation to previous research
- independently collect, interpret and analyse data on the basis of a theoretical perspective, and communicate the results in writing with scientifically based arguments, including a popular scientific summary
- defend their independent projects with objective and relevant arguments
- critically review and in a constructive manner analyse and discuss any improvements of 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 perform an academic study with professional relevance to the preschool educational field. Research ethical principles within the field of humanities and social science research shall be taken into account. The students shall identify scientific sources and literature relevant to the chosen issue, and shall place their own studies in relation to previous research conducted within the field. The study is presented in writing. The reasoning in the studies shall be based on scientifically founded arguments on the basis of a clear theoretical perspective in relation to the choices made when conducting the study, and the results. A popular scientific summary shall be drawn up and included in the academic paper to be presented. 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. When orally reviewing other students' independent projects, the students shall give constructive suggestions on how the project may be improved.

Professional Basis and Professional Progression

In this course, students are given the opportunity to develop their ability to identify areas in need of improvement in preschool, and they are given the chance to contribute to the preschool activities being based on a disciplinary foundation.

Scientific Approach and Scientific Progression

In the course are discussed and reviewed problems and research methods relevant to the preschool educational field and the students' independent projects. Here, one important factor is reviewing research results with regard to the credibility and validity of the results. The focus of the course is on the students being able to write a scientific paper using the correct terms, in which all necessary parts are included and form a consistent whole in relation to style as well as content.

Type of Instruction

The independent project is conducted separately or by two students together, at the most. It is planned and carried out 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 have the right to supervision only 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 at the public discussion and examination. In order to separate and assess the individual work and performances, reviewing and defending the independent projects shall always be performed individually, also in cases where a project has been conducted 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. Students are also obligated to perform a plagiarism check of their written presentations by the use of the anti-plagiarism software available at the university. The results are reported to the supervisor and/or the examiner.

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 p., 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, (selected parts out of 261 p.). 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.

Optional 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 ext.]. 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.).