



Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

4PE601 Empirisk forskning och teoribildning, 15 högskolepoäng
Empirical Research and Theories, 15 credits

Main field of study

Education

Subject Group

Education

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved 2009-08-25

Revised 2017-03-02 by Faculty of Social Sciences.

The course syllabus is valid from spring semester 2017

Prerequisites

Bachelor of Arts in pedagogy

Objectives

After completing the course, students shall:

- have acquired advanced knowledge of the scientific foundations of their chosen specialisation as demonstrated in empirical research and theory
- have acquired knowledge of the connection between science and proven experience and the importance of this connection for their area of specialisation
- be able to problematize the relationship between theory and empiricism on a general level
- on the basis of specific contexts, have the ability to discuss the relationship between empiricism and theory

Content

The course contains the following elements:

- an overview of empirical research within the chosen specialisation
- information retrieval
- theory within different fields of knowledge in relation to education as a science
- theory and proven experience
- critical analysis of some epistemological contexts
- generic skills

Type of Instruction

The course includes seminars, examination assignments and papers. Active participation and attendance at all examinations are expected, unless otherwise agreed on.

Examination

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

Written and oral examination assignments and active participation in seminars. Detailed information about the examination assignments and grading criteria is given in the study guidelines.

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

General pedagogy

Forsberg, Eva & Wallin, Erik (Eds.). *Skolans kontrollregim – ett kontraproduktivt system för styrning?* Stockholm: HLS Förlag, 2006. 180 pages

Noddings Nel. *Philosophy of Education*. Colorado: Westview Press, 1998. 225 pages

Selander, Staffan (Ed). *Kobran, nallen och majjen - tradition och förnyelse i svensk skola och skolforskning*. Stockholm: Liber, 2003 Various publications. 200 pages

Uljens, Michael. *Allmän pedagogik*. Lund: Studentlitteratur, 1998. 210 pages

International scientific papers and a dissertation of the student's own choice, selected on the basis of the paper to be produced. 300 pages.

Working life pedagogy

Biesta, Gert. What's the point of lifelong learning if lifelong learning has no point? On the democratic deficit of policies for lifelong learning. *European Educational Research*, 5(3-4), 2006, 169-180. 12 pages

Döös, Marianne & Wilhelmson, Lena. *Kollektivt lärande – om betydelsen av interaktion i handling och gemensam handlingsarena*. *Pedagogisk forskning i Sverige*, 10(3/4), 2005, 209-226. 18 pages

Helms Jørgensen, Christian. *Utbildningsplanering: samspel mellan utbildning och arbete*. Lund: Studentlitteratur, 2006. 300 pages

Merriam, Sharan B., Caffarella Rosemary S. & Baumgartner, Lisa M. *Learning in adulthood: a comprehensive guide* (3rd. ed.). San Fransisco: Jossey-Bass, 2007. Selected parts. 200 pages

Schön, Donald. *The reflective practitioner. How professionals think in action*. Aldershot: Ashgate, 1999/1983: 360 pages

Wilhelmson, Lena. Transformative learning in joint leadership. *Journal of Workplace Learning*, 18(7/8), 2006, 495-507. 13 pages

International scientific papers and a dissertation of the student's own choice, selected on the basis of the paper to be produced. 300 pages.

Didactics

Fritzell, Christer & Fritzén, Lena (Eds.). *Integrativ didaktik i olika ämnesperspektiv*. Växjö: Acta Wexionensia Nr 111/2007, 150 pages

Hansén, Sven-Erik & Forsman, Liselott (Eds.). *Allmändidaktik - vetenskap för lärare*. Lund: Studentlitteratur, 2011. 395 pages

Uljens Michael (Ed.). *Didaktik*. Lund: Studentlitteratur, 1997. 266 pages

Uljens, Michael. *The idea of a universal theory of education - an impossible but necessary project?* L. Lövlie, K. Mortensen & S-E. Nordenbo (Eds.), *Educating humanity: Bildung in Postmodernity*. Oxford: Blackwell, 2003. 20 pages

Extracts from reports of current interest. 50 pages

International scientific papers and a dissertation of the student's own choice, selected on the basis of the paper to be produced. 300 pages.

Special and social pedagogy

Gerrevall, Per & Jenner, Håkan (Eds.). *Kommunikativ pedagogik och särskilda ungdomshem*. Forskningsrapport nr 2 Statens institutionsstyrelse, 201. 149 pages

Gustavsson, Anders. *Inifrån utanförskapet om att vara annorlunda och delaktighet*. 2001, Studentlitteratur. 245 pages

Phoenix, Ann, Frosh, S and Pattman, R. *Producing contradictory masculine subject positions: Narratives of threat, homophobia and bullying in 11-14 year old boys*. 2003. *Journal of Social Issues*. 236 pages

Wright, Moira von. *Vad eller vem? : en pedagogisk rekonstruktion av G. H. Meads teori om människors intersubjektivitet*, 2000, Daidalos. 236 pages

Also included is literature to be chosen in consultation with the examiner as well as scientific papers. Approx. 300 pages

International scientific papers and a dissertation of the student's own choice, selected on the basis of the paper to be produced. 300 pages.