



Course syllabus

Faculty of Social Sciences
Department of Pedagogy and Learning

4PE602 Vetenskaplig metod, 15 högskolepoäng
Scientific Methods, 15 credits

Main field of study

Education

Subject Group

Education

Level of classification

Second Level

Progression

A1F

Date of Ratification

Approved 2009-08-25

Revised 2017-11-03 by Department of Pedagogy.

The course syllabus is valid from spring semester 2018

Prerequisites

General entry requirements for studies on advanced level as well as specific entry requirements: at least 90 credits in main field of study, pedagogy, or equivalent main field of study including a degree project of at least 15 credits

Objectives

After completing the course, students shall be able to:

- independently discuss the relevance of different scholarly positions to social scientific choices of method
- account for the possibilities and limitations of various qualitative methods and their application on pedagogical research
- account for the possibilities and limitations of various quantitative methods and their application on pedagogical research
- independently and creatively plan an academic study
- independently apply and value research ethical principles

Content

The course contains the following course components:

Theory of Science (3 credits)

- discusses how different scientific positions such as positivism and hermeneutics may be comprehended on the basis of ontological and epistemological assumptions.

Qualitative approach (5 credits)

- discussions and training in central elements of the research process with emphasis on qualitative analysis of empirical material.

Quantitative approach (5 credits)

- discussions and training in central elements of the research process with emphasis on quantitative analysis of empirical material.

Research design (2 credits)

- links the previous components and discusses mixed methods and research ethics.

Type of Instruction

Lectures, seminars and workshops.

Examination

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

In order to receive a grade of Pass for the entire course, it is required that all course components are assessed as Pass. Examination takes place through written assignments and oral presentations and response from fellow students in seminars and workshops.

Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis are presented to the students who have completed the course, as well as to the students at the following course date. The course evaluation is conducted anonymously.

Required Reading and Additional Study Material

Allwood, Carl Martin & Eriksson, Martin G. (2017). *Grundläggande vetenskapsteori för psykologi och andra beteendevetenskaper*. Lund: Studentlitteratur. pp 47-158. ISBN: 9789144114156.

Bryman, Alan. (2011). *Samhällsvetenskapliga metoder*. (2nd rev. ed.). Malmö: Liber. Selected parts, 300 pages. ISBN 9789147090686.

Djurfeldt, Göran., Larsson, Rolf., & Stjärnhagen, Ola. (2010). *Statistisk verktyglåda 1: Samhällsvetenskaplig orsaksanalys med kvantitativa metoder*. Johanneshov: TPB. Selected parts, 100 pages. ISBN: 9789144048963.

Eliasson Lappalainen, Rosmari. (1995). *Forskningsetik och perspektivval*. (2nd rev. ed.). Lund: Studentlitteratur. 204 pages. ISBN: 9789144266121

ed.). Lund: Studentlitteratur. 204 pages. ISBN. 9789144200121.

Marton, F. & Booth, S. (2000). *Om lärande*. Lund: Studentlitteratur. pp 145-177. ISBN: 9144010273.

Svensson, L., Dumas, K. (2013). Contextual and analytic qualities of research methods exemplified in research on teaching. *Qualitative Inquiry*. 19. 441-450.

Åsberg, Rodney. (2001). *Ontologi, epistemologi och metodologi: en kritisk genomgång av vissa grundläggande vetenskapsteoretiska begrepp och ansatser*. (Rev. ed.). Institutionen för pedagogik och didaktik, Göteborgs universitet, IPDrapport 2000:13. 91 pages.

Åsberg, Rodney (2001). *Det finns inga kvalitativa metoder och inga kvantitativa heller för den delen. Det kvalitativa-kvantitativa argumentets missvisande retorik*. Institutionen för pedagogik och didaktik, Göteborgs universitet, IPDrapport 2000:13. 91 pages.