



## Programme syllabus

Faculty of Social Sciences

Pedagogik, masterprogram, 120 högskolepoäng

Pedagogical Science Master's Programme, 120 credits

### Level

Second Level

### Date of Ratification

Approved by the Faculty Board within the Faculty of Social Sciences 2017-12-07

The programme syllabus is valid from autumn semester 2018

### Prerequisites

General entry requirements for second-cycle studies, and specific entry requirements as follows:

- 90 credits in the main field of study Education or equivalent subject, including an independent project comprising at least 15 credits, *alternatively* a Bachelor of Arts in Education including a degree project and a minimum of two years of educational work experience
- Swedish B and English A or the equivalent.

### Description of Programme

The aim of the programme is for students to develop a scientific basis for advanced educational work within a variety of professional fields. Possible employment may be found within the public, private or non-profit sectors, involving advanced educational development or analysis work. The programme also qualifies for third-cycle studies.

### Objectives

#### **Qualitative Targets in accordance with the Higher Education Ordinance**

##### *Knowledge and Understanding*

For a Degree of Master, students shall:

- demonstrate knowledge and understanding in the main field of study, including general knowledge of the field as well as specialised knowledge in certain areas of the field, and insight into current research and development work,
- demonstrate advanced knowledge of methodology within the main field of study.

##### *Competence and Skills*

For a Degree of Master, students shall:

- demonstrate the ability to critically and systematically integrate knowledge and analyse, evaluate and handle complex phenomena, issues and situations, also with limited information available,
- demonstrate the ability to critically, autonomously and creatively identify and formulate problems and to plan and complete advanced tasks by the use of adequate methods and within given time frames, and thereby contribute to the knowledge development as well as evaluate this work,
- in national as well as international contexts, demonstrate the ability to orally as well as in writing clearly account for and discuss their conclusions as well as the knowledge and reasonings on which they are based, in dialogue with various groups,
- demonstrate the skills required to participate in research and development work, or employment in some other professional practice.

### *Judgement and Approach*

For a Degree of Master, students shall:

- demonstrate the ability to make assessments in the main field of study with regard to relevant disciplinary, social and ethical issues, and demonstrate awareness of ethical aspects on research and development work,
- demonstrate insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used,
- demonstrate the ability to identify the personal need for further knowledge and to develop the individual competence.

The above objectives are specified in each course syllabus included in the programme.

### Content

The programme is organised by the Faculty of Social Sciences, and has an appointed programme coordinator who is responsible for the overall planning and coordination of the structure and content.

The programme provides an opportunity for students to deepen their knowledge of key educational issues such as educational development work, organisational development, historical and social aspects on pedagogy, concepts such as knowledge and learning, and values and democracy issues.

The programme consists of eight modules each comprising 15 credits, where pedagogy is the common basis. The rate of study is 50 per cent, but it is possible to study at a faster or slower rate. There is some level of flexibility concerning in what order the courses are given. The courses Theory of Education I and Scientific Methods are general courses for all students.

Students choose between the following areas of specialisation, and study the other courses with a starting point in the chosen specialisation:

- general education
- working life and adult education
- special education and social pedagogy
- didactics and teachers' practice

### **Programme Courses**

## **Programme Courses**

All the courses included in the programme belong to the main field of Education. The order of the courses may change. The language of instruction is Swedish.

### *Semester 1*

Theory of Education I, 15 credits A1N

The aim of the course is for students to be able to critically reflect on the issues of education in a historical and social context, and be able to put these in relation to the development movements within an educational practice, as well as problematize previous and current educational theories and practices based on different value perspectives.

### *Semester 2*

Scientific Methods, 15 credits A1N

After completing the course, students shall be able to autonomously discuss the relevance of various scholarly positions to the social scientific choice of methods, account for the possibilities and limitations of different quantitative and qualitative methods and their application to educational research. Students are also expected to independently and creatively plan an academic study, as well as apply and evaluate research ethical principles.

### *Semester 3*

Empirical Research and Theories (in the respective specialised studies), 15 credits A1N

The aim of the course is for students to be able to demonstrate advanced knowledge of the disciplinary foundation of the chosen specialisation, as it is presented in empirical research and theories, and of the correlation between science and best practice and its importance to the specialisation in question. Students shall also be able to problematize the relation between theory and empiricism at a general level, and on the basis of specific contexts be able to conduct a fundamental discussion on the relation between theory and empiricism.

### *Semester 4*

Independent Project, 15 credits, A1E

The aim of the course is for student to conduct an independent project on the basis of a scientific approach, and to present their own findings and other academic studies in a stringent and interesting manner, and perform a public discussion and examination.

### *Semester 5*

Theory of Education II, 15 credits A1F

The aim of the course is for students to be able to identify and in an advanced manner analyse key educational issues on the basis of theoretical perspectives. Students shall also be able to conduct independent and argumentative lines of reasoning on the key issues of education, and demonstrate a critical and reflective approach to practical educational development work within various professional practices.

#### *Semester 6*

Perspectives on Knowledge and Learning, 15 credits ()

The aim of the course is for students to develop and express a clear awareness of perspectives on theories of learning, demonstrate a deepened understanding of the correlation between theories of knowledge and science vis-à-vis perspectives on learning, and independently develop a theoretically supported approach to knowledge and learning.

#### *Semester 7*

Inquiry, assessment and professional development, 15 credits A1N ()

The aim of the course is for students to highlight the relation between evaluation and assessment vis-à-vis development of individuals and organisations, on the basis of a scientific and social perspectives.

#### *Semester 8*

Independent Project, 15 credits A2E

The aim of the course is for students to conduct an independent project on the basis of a scientific approach and to present in a stringent and interesting manner their own findings as well as other academic studies, and perform a public discussion and examination.

Two of the courses above, marked with (), may be replaced with relevant courses in other subjects or at other higher education institutions. Application to such courses shall take place in consultation with the programme coordinator.

The independent projects together comprise 30 credits. It is possible to conduct two independent projects each comprising 15 credits, or one project comprising 30 credits. After year 2, intermediate exit point with a Degree of Master (60 credits) is available. If a student chooses to only study year 1 and 2 and graduate with a Degree of Master (60 credits), the independent project will comprise 15 credits.

#### *Generic skills*

Two sessions are included in the programme, where the students specifically focus on generic skills, such as through participation in academic seminars, public defence of doctoral thesis, or the equivalent.

#### **Societal Relevance**

Issues on school, education, knowledge and learning are always of current interest, and these issues arise and develop in the interaction between the various schools within the disciplinary domain and the surrounding society. As a result of the globalization of society and the rate of these changes taking place, the need for lifelong learning within various areas in society is today emphasized. Educational studies provide a good foundation for how such learning may be understood. Students acquire a theoretical understanding of the growth and development of the concept, and the knowledge of how this can be implemented in concrete analysis and application contexts is also improved.

### **Internationalization**

Studies in the master's programme in pedagogical science entail a high level of internationalization. In addition to the internationally oriented content of the various courses given, a variety of competencies are also developed, essential to being able to orientate oneself in an increasingly globalized world. The students are part of an international research environment and are given the opportunity to study parts of the programme abroad.

### **Programme Perspectives**

#### *Sustainable Development*

Students encounter and improve their knowledge of several of the social challenges of the programme, not the least within the field of sustainable development. This concerns for instance the ability to critically examine and challenge knowledge and truth claims such as "alternative facts" or weakly backed opinions on education policy and practical educational issues. Through historical and internationally comparative studies based on research and practice, the contemporary demand for educational knowledge is met as well as the learning of future generations in a sustainable manner.

#### *Equal Terms*

One of the key aspects of the programme is to create opportunities for everyone to learn and develop. The educational challenges concerning inequality and injustice are part of the key content of the programme, and are discussed on the basis of different value related perspectives. Equal terms are also part of the attitudes and values that serve as a guidance and characterize the entire programme.

#### *Broadened Knowledge Perspective (Education)*

The aim of the programme is for students to broaden their knowledge perspective. Key issues important to humans are discussed in the courses, such as concerning the meaning of learning, the importance of skills, and democracy and value issues. These issues are discussed on the basis of different perspectives and at different levels, in order for students to acquire a broad understanding of how various knowledge perspectives are expressed in theory as well as in practice.

#### *Entrepreneurial Approach*

The studies prepare the students for the development of an entrepreneurial approach. On the basis of the educational theories and best practices, students learn how to reflect on the possibilities for organisational development and knowledge-based change processes.

### **Quality Development**

The board of the Faculty of Social Sciences holds the overall responsibility for the quality of the education and the systematic quality assurance in terms of follow-up of the programme as a whole and the progression of the studies, and shall develop the relevance to people representing outside interests and the relation to current research. The programme assures student participation and leverage through systematic implementation of written evaluations of each course and the programme, and through student representation in the faculty board, working committee and programme council (or the equivalent). The students' views are used as a basis for the board's quality assurance. Compilations of various evaluations are accessible through the university.

### Degree Certificate

After completed studies in accordance with the objectives specified by the Higher Education Ordinance and the Linnaeus University Degree Ordinance, the student can apply for a degree certificate.

Those having completed the Pedagogical Science Marster's Programme, 120 credits, can obtain the following degree:

Master of Science (120 credits)  
(Main field of study: Education)

Master of Science with specialization in General Education/Working Life and Adult Education/Didactics and Teachers' Practice/Special Education and Social Pedagogy  
(Main field of study: Education)

The degree certificate is written in Swedish and English. The degree certificate also comes with a Diploma Supplement (in English).