



## Programme syllabus

Faculty of Social Sciences

Pedagogik, magisterprogram, 60 högskolepoäng

Pedagogical Science Master's Programme, 60 credits

### Level

Second Level

### Date of Ratification

Approved 2019-02-07

Revised 2019-12-05 by the Faculty Board within the Faculty of Social Sciences

The programme syllabus is valid from autumn semester 2020

### 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/Bachelor of Education in Child and Youth Education with a specialisation in extended school education, including a degree project.
- 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 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 evaluation work. Another kind of employment involves work as advanced teacher or other supervisory position within the educational system. 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 integrate knowledge and analyse, evaluate and handle complex phenomena, issues and situations, also with limited information available,
- demonstrate the ability to autonomously identify and define problem formulations and to plan and complete advanced tasks by the use of adequate methods and within given time frames,
- 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 skills required for 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.

### **Programme Overview**

The programme consists of five modules, 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 may be studied.

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.

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

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

### **Programme Courses**

The order of the courses may change. The language of instruction is Swedish, with the exception of optional courses that may be given in English.

## **Courses in year 1 and 2**

### *Semester 1*

#### 1. Theory of Education I, 7.5 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.

#### 2. Empirical Research and Theories I (in the respective specialised studies), 7.5 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.

### *Semester 2*

#### 3. Optional course at the first-cycle or second-cycle level, 15 credits, G2F or A1N\*

### *Semester 3*

#### 4. Scientific Methods, 15 credits, A1N\*

The aim of the course is for students to gain a deeper understanding of the correlation between knowledge interest, research question and methodology, acquire advanced knowledge of research ethical issues and an understanding of various methodological approaches, and be able to conduct relevant statistical analyses and analyses of text-based materials.

### *Semester 4*

#### 5. Independent Project, 15 credits, A1E\*

The aim of the course is for students 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 carry out a public discussion and examination.

## **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 our society and the rate of these changes taking place, the need for lifelong learning within various areas in society is today emphasised. 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 knowledge of how this can be implemented in concrete analyses and applications.

## **Internationalisation**

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 given the opportunity to study parts of the programme abroad.

### **Programme Perspectives**

#### *Sustainable Development*

Students encounter and improve their understanding 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 all people 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 educational theories and best practice, 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 available at 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 Master's Programme, 60 credits, can obtain the following degree:

Master of Science with specialization in General Education/Didactics and Learning/Teachers' Practice/Working Life and Adult Education/Special Education/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).