

Education 3, in-depth course

Pedagogik 3, fördjupningskurs
30 credits

Single subject course

734G65

Valid from: 2018 Autumn semester

Determined by	Main field of study	
Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Education	
Date determined	Course level	Progressive specialisation
2018-05-23	First cycle	G2E
Revised by	Disciplinary domain	
	Social sciences	
Revision date	Subject group	
	Education	
Offered first time	Offered for the last time	
Autumn semester 2018		
Department	Replaced by	
Institutionen för beteendevetenskap och lärande		

Entry requirements

- 60 ECTS credits passed in Pedagogics with 7,5 ECTS credits passed in methods including both qualitative and quantitative methods

Intended learning outcomes

On completion of the course, the student should be able to:

Knowledge and understanding

- explain the starting points for scientific theory and research methods in the field of education
- describe, analyze and discuss selected research problems in the field of education in a scientific and in-depth way.

Skills and abilities

- plan design and setup of scientific studies regarding the selection and construction of data collection tools
- apply methods for processing and analysis of qualitative and quantitative data
- carry out an independent work (degree project) in the subject of education
- written and verbally report an independent work in the field of education
- discuss and verbally defend an independent work in the subject of education

Evaluation ability and approach

- critically review, discuss and evaluate different types of research work
- critically relate to scientific theoretical orientations and research methods in the subject of education

Course content

The course comprises the following two sub-courses

Research Methodology 15 credits

The course deals with scientific theoretical approaches and research methods in the field of education. In addition, the student must be able to, based on the topic Education, based on scientific theory and with a critical attitude, design scientific studies and use different methods for processing and analyzing qualitative and quantitative data. The course also includes evaluating the results and conclusions of different types of research work and reviewing them based on quality aspects and ethical considerations.

Essay course 15 credits

The course includes carrying out an independent work of a research problem in the field of education. The independent work is preferably performed in pairs, ranging from planning to implementation, analysis and reporting. In addition, it is part of the course to defend its own independent work, as well as critically reviewing and evaluating an another person's work.

Teaching and working methods

The teaching and working methods included in the course, to support the student's learning, are: lectures, seminars and tutoring. In addition to scheduled time, the student is expected to work with self-study, both individually and in groups.

Examination

The course is examined through individual and group written assignments, through independent work and oral in connection with active participation in seminars. The exam also includes that the student should act as a respondent and opponent and, in addition, participate in seminars when other students' independent work is presented. Detailed information about the contents and forms of the exam can be found in separate study instructions.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

Grades

Three-grade scale, U, G, VG

Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.

About teaching and examination language

The teaching language is presented in the Overview tab for each course. The examination language relates to the teaching language as follows:

- If teaching language is “Swedish”, the course as a whole could be given in Swedish, or partly, or as a whole, in English. Examination language is Swedish, but parts of the examination can be in English.
- If teaching language is “English”, the course as a whole is taught in English. Examination language is English.
- If teaching language is “Swedish/English”, the course as a whole will be taught in English if students without prior knowledge of the Swedish language participate. Examination language is Swedish or English depending on teaching language.