

Research Methods in Child Studies

Metoder i barn- och barndomsforskning

7.5 credits

Single subject and programme course

736A29

Valid from: 2022 Spring semester

Determined by	Main field of study	
Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Child Studies	
Date determined	Course level	Progressive specialisation
2014-02-14	Second cycle	A1N
Revised by	Disciplinary domain	
Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Social sciences	
Revision date	Subject group	
2016-11-24; 2020-10-23; 2021-10-15	Child and Youth Education and Care	
Offered first time	Offered for the last time	
Spring semester 2015		
Department	Replaced by	
Institutionen för Tema		

Course offered for

- Master's Programme in Child Studies

Entry requirements

- Bachelor's degree equivalent to a Swedish Kandidatexamen within the humanities, social sciences or the behavioral sciences with a major relevant to the programme.
Examples of fields:
 - anthropology
 - education
 - history
 - communication studies
 - media studies
 - language studies
 - psychology
 - social work
 - sociology
 - political scienceor equivalent
- English corresponding to the level of English in Swedish upper secondary education (English 6/B)
(Exemption from Swedish)

Intended learning outcomes

After completion of the course, the student should on an advanced level be able to:

- account for the main research methods in Child Studies - both data collection and analysis - including their strengths and weaknesses;
- apply one research method and reflect upon this application;

- account for the main quality criteria for research in Child Studies;
- write a research plan including formulating a research question and select one within stipulated time frame feasible and applicable method for the research question;
- scrutinize, evaluate and discuss other research plans.

Course content

The course covers the main research methods in Child Studies. How research questions influence and direct the choice of methods used to answer queries are addressed. The connection between the research questions, the choice of data collection methods and analysis is discussed critically. Ethical principles and dilemmas in research processes involving children and childhood are especially focused on, as well as aspects touching upon reflexivity and quality criteria. During the course, the student will develop and present a research plan, normally in teams of two, on an independently chosen research problem. The plan must include an in-depth discussion of relevant methods for data collection and analysis. The course also includes scrutinizing, evaluating and discussing the research plans of other students.

Examination

The examinations consist of

- Written assignment, grading: EC
- Interview exercise, grading: UG
- active participation in seminar, grading: UG

To Pass the course all examination has to

Detailed information on the examinations can be found in the study guide.

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

ECTS, EC

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 carried out in such a way that both men's and women's experience and knowledge is made visible and developed.

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.