

## Research skills in environmental science

Tillämpad forskningsmetodik

7.5 credits

Programme course

746G37

Valid from: 2022 Autumn semester

<b>Determined by</b>	<b>Main field of study</b>	
The Quality Board at the Faculty of Arts and Sciences	Environmental Science	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2012-05-21	First cycle	G2F
<b>Revised by</b>	<b>Disciplinary domain</b>	
Chairman of the Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Natural sciences	
<b>Revision date</b>	<b>Subject group</b>	
2022-10-19	Environmental Science	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Autumn semester 2012		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för Tema		

## Course offered for

- Bachelor´s Programme in Environmental Science

## Entry requirements

General entry requirements for undergraduate studies  
and  
Passed 90 ECTS credits from semester 1 to 3 of the Environmental Science Programme

## Intended learning outcomes

After completion of the course, the student should be able to

- apply a specific research method or literature survey technique, and assess strengths and limitations of the chosen method, in relation to relevant examples,
- analyse and discuss the methods or literature survey techniques
- present the main findings of a specific research method or literature survey technique.

## Course content

The aim of the course is to train the students in performing research methods or scientific literature surveys in the fields of environmental science and science for sustainable development.  
and to help students deepen their knowledge and skills on a specific qualitative and/or quantitative method or to conduct a scientific literature survey for the purpose of analysing environmental and sustainability issues.

## Teaching and working methods

Individual work on a selected topic to be agreed with the project supervisor, practical exercises, and supervision.  
Language of instruction: English

## Examination

The examination consists of two parts. 1. A final, individually produced paper or similar output format to be agreed on together with the project supervisor. The paper should present the main findings from applying the method or from the literature survey of the specific area. 2. An individually produced paper demonstrating awareness of the skills developed and the opportunities and limitations of using the methodology and survey of the literature.

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

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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.