

Understanding research

Programme course

7.5 credits

Understanding research

945A05

Valid from: 2020 Spring semester

Determined by
The Board of Educational Science

Date determined
2006-11-28

Revision date
2019-09-10

Main field of study

Adult Learning

Course level

Second cycle

Advancement level

A1X

Course offered for

- Master's Programme in Adult Learning and Global Change

Entry requirements

The course is a part of the Intercontinental Master's Programme Adult learning and Global Change.

Intended learning outcomes

The course will enable students to

- Understand the logic of main approaches in research with relevance to the study of adult learning
- Develop their research literacy, i.e. the skills required to interrogate research texts critically and the ability to evaluate them according to their kind.
- Apply the achieved knowledge preparatory for further studies and independent project work.

Course content

This course focuses on research and how to read research texts in order to understand and evaluate them critically. The course is based on the assumption that research is perspective-dependent. Thus, the understanding of a variety of research approaches and their underpinning is fundamental. Different approaches are represented in the course by articles. These articles constitute the ground for critical analysis and interrogation by the students. Students will apply their knowledge in research approaches by producing a research plan.

Teaching and working methods

The course is taught through seminars and individual studies with written feedback

Examination

The examination comprise of a cluster of activities, including readings, regular and active participation in on-line debates, and individually written assignments. In order to pass, all required tasks as described below must be completed.

In the first part of the course, the students are requested to analyse and interrogate critically examples of research, i.e. articles that represent different aspects of adult learning as well as different research perspectives. Students are required to write an essay where they discuss and compare the logic of the approaches in the examples (Assignment1).

The second part of the examination comprise of a paper on how to investigate a chosen problem: Each student should write a research proposal and discuss within of the range of research approaches. The research plan should include introduction where the students explores the chosen problem and state aim and research questions, literature review and research design. The student will deepen his or her knowledge in a chosen method and show into the research plan (Assignment 2)

Applies to all courses regardless of grading scale.

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

If the course has a three-graded grading scale (U - VG), following applies:

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

The following applies to courses that include a compulsory component:

- 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 instead 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.

Grades

ECTS, EC

Other information

Course revised 2020-04-02; Dnr LiU-2020-01361

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.

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 or in large parts, is taught in Swedish. Please note that although teaching language is Swedish, parts of the course could be given in English. Examination language is Swedish.

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).

If teaching language is English, the course as a whole is taught in English. Examination language is English.

Department

Institutionen för beteendevetenskap och lärande