

## Researching Adult learning: Project work

Examensarbete - Vuxnas lärande

15 credits

Programme course

945A10

Valid from: 2022 Spring semester

<b>Determined by</b>	<b>Main field of study</b>	
The Board of Educational Science	Adult Learning	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2017-10-15	Second cycle	A1X
<b>Revised by</b>	<b>Disciplinary domain</b>	
Course Syllabus Board at the Faculty of Educational Sciences	Social sciences	
<b>Revision date</b>	<b>Subject group</b>	
2021-03-08; 2019-09-10	Education	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Spring semester 2019		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för beteendevetenskap och lärande		

## Course offered for

- Master's Programme in Adult Learning and Global Change

## Entry requirements

At least 27 credits from courses within the master's programme in Adult Learning and Global Change.

## Intended learning outcomes

The course will enable students to

- Demonstrate theoretical and methodological awareness in the application of a chosen theoretical perspective to a research problem within the field of adult learning.
- Understand the different phases of the research process through the design, conduct, and report of an independent project work within the field of adult learning
- Critique and scrutinise research and communicate their comments in the academic community of peers.

## Course content

This course focuses on the theoretical and practical considerations required in the different phases of the process when designing, conducting, and reporting a research project within the area of adult learning. The course comprises four parts, following the different phases of the research process perspective and design, data collection and analysis, writing of the thesis, and critique and defence

## Teaching and working methods

The rationale for the working forms in the course is that the research process is here viewed as research learning. The learning is supported through articulation of theoretical reflections and experiences related to the project work and through discussions in the academic community of peers. Students learn when their understanding is challenged in varying ways; through reading, writing, comparison, discussion and application. In the first part of the course, students will take their research proposal from the course Understanding research as a starting point for a dialogue with peers and tutors to elaborate on the theoretical perspective and design chosen to identify the feasibility of the project and to adjust it accordingly. In the second part of the course, the problem area will be elaborated through a literature review. During the second part of the course, where students will be engaged in the process of data collection and preliminary analyses, on-line discussion forums will provide continuously support. In the third part, students will present draft versions of their project work to reflect on and discuss their writing process. Finally, the completed theses will be subjected to scrutiny and comments from peers and tutors. On-line communication will be the main interaction between tutors and students as well as between students. The amount of work required for the course corresponds to 20 working hours per week. The course is taught in such a way that the knowledge and experiences of men as well as of women is taken into account and developed.

## Examination

The course is examined by writing a Thesis and submitting it to the examiner.

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 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.

## 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 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 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.