

Theories of Research and Methods of Inquiry

Forskningsteori och undersökningsmetoder

15 credits

Programme course

947A14

Valid from: 2024 Spring semester

Determined by	Main field of study	
The Board of Educational Science	Didactics	
Date determined	Course level	Progressive specialisation
2017-10-12	Second cycle	A1N
Revised by	Disciplinary domain	
Course Syllabus Board at the Faculty of Educational Sciences	Social sciences	
Revision date	Subject group	
2021-03-08; 2019-09-10; 2023-03-13	Educational Sciences/Theoretical Subjects	
Offered first time	Offered for the last time	
Autumn semester 2017		
Department	Replaced by	
Institutionen för beteendevetenskap och lärande		

Course offered for

- Master's Programme in Outdoor and Sustainability Education
- International master's programme in Outdoor and sustainability education

Intended learning outcomes

After completion of the course the student shall be able to

- account for quantitative and qualitative research strategies with focus on outdoor educational research
- demonstrate how different research strategies can be used in research on outdoor education
- critically discuss and analyze choices of research design, methods of analysis, and theory with focus on outdoor educational research
- apply methodological knowledge in terms of planning and conduct data collection
- document and analyze learning environments and teaching sequences by using photo or video
- account for, and apply research ethics in planning and conducting research.

Course content

The course considers qualitative and quantitative research strategies with relevance for outdoor educational research. The focus is on researching teaching and learning in outdoor learning environments. Different methods of data collection and methods of analysis are discussed and practiced. Ethics is an important aspect of research and is also part of the course.

Teaching and working methods

The course emphasizes practical research activities such as fieldwork and different kinds of data collection. Lectures and seminars are a complement to more independent practical work. The students are also supposed to conduct minor analyzes of data.

Examination

The students are examined by written assignments on the practical fieldwork and an individual research plan.

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.