Introduction to Applied History of Education, 7.5 credits

Course syllabus
Third-cycle courses and study programmes

This is a translation of a Swedish document. In the event of a discrepancy, the Swedish-language version shall prevail.

1 Course content

The course provides an introduction to educational history research and deals with the question of what applied educational history is and can be. The course covers the following areas:
- the development of the field of educational history in Sweden and internationally,
- the relationship between educational history and pedagogy, and
- applied educational history and the various functions of educational history research.

2 Outcomes

2.1 The course in relation to the doctoral programme

The course shall primarily refer to the following intended learning outcomes for third-cycle courses and study programmes as described in the Higher Education Ordinance, i.e. the doctoral student shall demonstrate:

Knowledge and understanding
- broad knowledge and systematic understanding of the research field (part of outcome 1)
- familiarity with research methodology in general (part of outcome 2)

Judgement and approach
- intellectual autonomy and disciplinary rectitude (part of outcome 9)
- specialised insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used (outcome 10)

The intended learning outcomes are listed in the same order as in the general syllabus for the programme.
2.2  Intended course learning outcomes

To obtain a passing grade, the doctoral student shall demonstrate:

- Knowledge of the development of the educational research field,
- ability to describe the development of educational history and pedagogical research,
- ability to reflect on how educational history research can contribute to educational science research and educational policy issues, and
- ability to formulate educational history issues in the light of educational historical theories and methods.

3  Reading list and other teaching material

The following course readings and teaching material will be used on the course:


Norlin, B., & Lindmark, D. ((forthcoming)). “Generating and Popularising Historical Knowledge in a Reconciliation Process” In M. Keynes, H. Åström Elmersjö, D. Lindmark, & B. Norlin (Eds.), Historical Justice and History Education. Basingstoke: Palgrave Macmillan.


4 Teaching formats

Teaching on the course takes the following format:

Lectures, self-study, written work with own text and seminars.

5 Examination

The course is assessed through an examination consisting of the components listed below. The individual components are not graded separately but together they provide the basis for assessment and grading.

- active participation in the course seminars,
- written reflections prior to the seminars
- a final course paper.

For examinations consisting of several examination components, the following applies: If during the course it is concluded that a doctoral student is unable to complete a certain examination component, the examiner may set a substitute assignment provided that circumstances do not reasonably allow for the course component to be completed at a later date during the run of the course.

6 Grades

Examinations on third-cycle courses and study programmes are to be assessed according to a two-grade scale with either of the grades ‘fail’ or ‘pass’ (local regulations).

The grade shall be determined by a teacher specifically nominated by the higher education institution (the examiner) (Higher Education Ordinance).

To obtain a passing grade on examinations included in the course, the doctoral student is required to demonstrate that he/she attains the intended course learning outcomes as described in section 2.2. Alternatively, if the course consists of multiple examinations generating credit, the doctoral student is required to demonstrate that he/she attains the outcomes that the examination in question refers to in accordance with section 5.

A student who has failed an examination is entitled to a retake.

If an examination consists of several examination components, and a student fails an examination component, the examiner may, as an alternative to a retake, set a make-up assignment with regard to the examination component in question.

A doctoral student who has failed an examination twice for a specific course or course element is entitled, upon his/her request, to have another examiner appointed to determine the grade.

7 Admission to the course
7.1 Admission requirements

To gain access to the course and complete the examinations included in the course, the applicant must be admitted to a doctoral programme at Örebro University.

7.2 Selection

Selection between applicants who have been admitted to doctoral programmes at Örebro University and who otherwise meet the admission requirements as listed above is made according to the following order of precedence:

First to be admitted to the course are doctoral students who are admitted to the graduate school in applied educational history. In second hand doctoral students who are affiliated with the graduate school will be admitted, and in third hand doctoral students admitted to one of the departments included in the graduate school.

If no other selection criteria are specified in this section, priority shall be given to applicants with a lower number of course credits left before the award of their degree over applicants with a higher number of remaining course credits. Should two or more students have equal number of credits, selection will be done through the drawing of lots. This also applies within any selection groups listed unless otherwise stated.

7.3 Other applicants than doctoral students admitted at Örebro University

Other applicants than doctoral students admitted at Örebro University may be given access to the course on the grounds of provisions for and/or agreements regarding contracted courses, joint degrees, national graduate schools or cooperation in other respects with other universities.

Any decisions on what such other applicants may be given access to the course are made separately and on the basis of the provisions and/or agreements that occasion the student to apply for the course.

For participation in the course in other respects, the same provisions shall apply as for doctoral students admitted to Örebro University.

8 Transfer of credits for courses, study programmes and other experience

Provisions on the transfer of credits can be found in the Higher Education Ordinance and on the university’s webpage.

9 Other information

Transitional provisions