

Transaktionella perspektiv på utbildning, 5 högskolepoäng *Transactional Perspectives on Education, 5 credits*

Study plan

Seminar 1. 220203

Cherryholmes, Cleo (2000). Pragmatismens innebörder och dess konsekvenser. *Utbildning & Demokrati*, 9(3), 13–29.

Rosenblatt, Louise (1985). Viewpoints: Transaction versus interaction: A terminological rescue operation. *Research in the Teaching of English*, 19(1), 96–107.

Dewey, John (1896/1972). The reflex arc concept in psychology. In Jo Ann Boydston (Ed.), *John Dewey: The Early Works, Volume 5* (96–109). Carbondale: Southern Illinois University Press. (Provided as pdf)

Dewey, John (1922/1983). Human nature and conduct. In Jo Ann Boydston (Ed.), *John Dewey: The Middle Works, Volume 14*. Carbondale: Southern Illinois University Press. (Selected parts: Part I: chapters 1, 4, 5, 6; Part II: chapters 4; Part IV: chapters 1 and 2)

Seminar 2. 220217

Dewey, John (1925/1981). Experience and nature. In Jo Ann Boydston (Ed.), *John Dewey: The Later Works, Volume 1*. Carbondale: Southern Illinois University Press. (Selected parts: chapters 1, 4, 5, 6, 10)

Dewey, John (1938/1997). *Experience and education*. New York: Touchstone.

Dewey, John & Bentley, Arthur (1949/1989). Knowing and the known. In Jo Ann Boydston (Ed.) *John Dewey: The Later Works, Volume 16* (1–279). Carbondale: Southern Illinois University Press. (Selected parts: chapters 4, 5, 10)

Dewey, John (1934). Having an experience. From John Dewey, *Art as experience*, New York, Capricorn Books, 1939, ss. 35-57. (Provided as pdf)

Seminar 3. 220303

Garrison, Jim; Öhman, Johan & Östman, Leif (Eds.) (2021). *Deweyan transactionalism in education: Beyond self-action and inter-action*. London: Bloomsbury.

Van Poeck, Katrien; Östman, Leif & Öhman, Johan (Eds.) (2019). *Sustainable development teaching: Ethical and political challenges*. Routledge Studies in Sustainability. London: Routledge. (Selected parts: chapters 10 and 11)

Seminar 4. 220318

Online seminar with Professor Jim Garrison, Virginia Tech, USA

Seminar 5. 220401

Discussions about the participants' course papers. Everyone reads all the papers, but specific commentators are appointed for each paper.

Task: In this course paper, participants should reflect on the philosophical starting points and distinctiveness of pragmatism as well as specific ways of dealing with central educational philosophical and epistemological problems. The focus here will be on the transactional perspective. Furthermore, the transactional perspective must be set in relation to educational research. The paper should deal with the perspective's possibilities and limitations with regards to investigations of meaning-making and learning and other pedagogical research problems.

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