

Transactional Perspectives on Education, 5 credits

Transactional Perspectives on Education, 5 credits

Course Code/Codes	
Subject Area	Education
School/equivalent	School of Humanities, Education and Social Sciences
Valid from	Spring 2022
Approved	2021-06-15
Revised	
Approved by	Head of school
Translation to English, date and signature	2021-09-29 JON

1 Course content

This course deals with the foundations of pragmatic philosophy and specifically introduces the transactional perspective of the American philosopher John Dewey. The course shows how this philosophical perspective can offer both theoretical frameworks for educational research and methods for empirical investigations. The focus here is on the transactional perspective's possibilities for dissolving dualisms between, for example, an inner consciousness and an external reality and how this in this way constitutes an alternative to cognitivist ways of viewing learning.

The course includes reading original literature and studies of how Dewey develops the transactional perspective from the classic essay "The Reflex Arc Concept in Psychology" (1896) to his last book "Knowing and the Known" (Dewey & Bentley 1949/1989). With this philosophical basis, the course address how leading educational philosophers today interpret and understand the transactional perspective and how didactic researchers have applied this perspective in empirical research.

The didactic application is exemplified by several different themes such as aesthetic experiences, physical learning, development of moral and political values, the importance of emotions for learning, and how habits and the physical and cultural environment affect teaching and learning. The empirical examples range from the early years of preschool to adult learning.

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

- advanced and up-to-date specialised knowledge in a limited area of this field (part of outcome 1)
- familiarity with the methods of the specific field of research in particular (part of outcome 2)

Competence and skills

- the capacity to review and assess new and complex phenomena, issues and situations autonomously and critically (part of outcome 3)

Judgement and approach

- intellectual autonomy and disciplinary rectitude (part of outcome 9)

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 philosophical starting points and peculiarities of pragmatism,
- knowledge of the specific way of pragmatism to deal with central educational philosophical and epistemological problems,
- knowledge of transactional perspectives on meaning - making and learning, and
- insight into transactional methods and approaches in relation to various pedagogical research problems.

3 Reading list and other teaching material

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

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.

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)

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)

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)

Garrison, Jim; Öhman, Johan & Östman, Leif (Eds.) (2022). *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)

Single articles may be added

4 Teaching formats

Teaching on the course takes the following format:

- self-studies
- lectures
- literature seminars
- seminars where own and others' texts are presented and discussed

5 Examination

The course is assessed through an examination in the format of

- a written assignment where the doctoral student critically reviews the course literature.

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:

Preference is given to doctoral students admitted to the subject of Education at Örebro University. Secondly, doctoral students admitted to other subjects at Örebro University may participate.

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

The course is given in Swedish or English.

Transitional provisions