|  |  |
| --- | --- |
| [Logotype Örebro universitet](http://www.oru.se/) | 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. |

Education as Science, 15 credits

*Pedagogik som vetenskap, 15 hp*

|  |  |
| --- | --- |
| **Course Code/Codes** |  |
| **Subject Area** | Education |
| **School/equivalent** | HumES |
| **Valid from** | 2020-09-08 |
| **Approved** | 2020-09-08 |
| **Revised** |  |
| **Approved by** | Head of school |
| **Translation to English, date and signature** | 2020-09-08  CL |

1 Course content

The course provides an overview of the growth of Education with the specific focus on the Swedish context and the current Swedish and international research situation. The course consists of four sections: curriculum theory, ethics, educational history and didactics.

The curriculum theory section provides knowledge of central Swedish and international traditions in curriculum theory and current development trends in the field. In particular, the growth of Swedish pedagogy and relation to Swedish education and school reforms will be highlighted. The course also deals with the relationship between curriculum theory and didactics.

The ethics section deals with the implications of research ethical assessments, both in general and our own research.

The educational history section deals with the emergence of institutionalized education and scientific studies in educational history. Particular focus is on the transnational history of the educational system and educational research. This section also deals with the historical perspectives of possibilities to shed light on, analyzing and interpreting both the past and present events.

The didactic section deals with the development of didactic research and its different perspectives on teaching and learning. Research approaches, theories, models and typologies that are central to both national and international didactic research are also dealt with in this section.

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:

- broad knowledge and systematic understanding of the research field (part of outcome 1)

* familiarity with the methods of the specific field of research in particular (part of outcome 2)
* intellectual autonomy and disciplinary rectitude (part of outcome 9)
* the ability to make assessments of research ethics (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 history of education and of the emergence of pedagogical research traditions,  
  
- insight into different methods and approaches in relation to different pedagogical research problems,  
  
- ability to reflect on how pedagogical research has contributed and can contribute to the development of the education system and society, a systematic understanding of the development of didactic research and its different perspectives on teaching and learning,  
  
- insight into good research practice and scientific honesty, as well as the meaning of research ethics guidelines and the legal regulation of ethical review of research, and  
  
- ability to apply research ethics considerations to research ethics problem areas.

3 Reading list and other teaching material

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

**Course literature curriculum theory**

Englund, Tomas (1986/2005). *Curriculum as a Political Problem / Läroplanens och skolkunskapens politiska dimension*.Göteborg: Daidalos. (Artikel i reviderad form finns i *Journal of Curriculum Studies,* VOL 29, nr. 3.)

Englund, Tomas (2011). The linguistic turn within curriculum theory, *Pedagogy, Culture & Society, 19*(2), 193–206.

Hopmann, Stefan (2015). ‘Didaktik meets Curriculum’ revisited: historical encounters, systematic experience, empirical limits. *Nordic Journal of Studies in Educational Policy, 1*, 27007, 14–21.

Jackson, Philip W. (1992). Conceptions of curriculum and curriculum specialists. In Philip W. Jackson (Ed.)*. Handbook of research on curriculum: A project of the American Educational Research Association*, (p. 3-40). New York: Simon & Schuster Macmillan.

Kallós, Daniel & Lundgren, Ulf P. (1979). *Curriculum as a Pedagogical Problem*. Stockholm Institute of Education, Department of Educational Research/CWK Gleerup.

Nordin, Andreas & Sundberg, Daniel (Eds.) (2014). *Transnational policy flows in European education*. London: Symposion Books.

Popkewitz, Tom (2008). *Cosmopolitanism and the age of school reform: Science, education, and making society by making the child*. New York: Routledge.

Three curriculum theory-oriented articles, or articles that address the relationship curriculum theory - educational policy or curriculum theory – didactics, from the journals:

*Curriculum Inquiry*

*Journal of Curriculum Studies*

*Journal of Educational Policy*

*NORDstep*

**Course literature ethics**

Oliver, Paul (2010). *The student’s guide to research ethics*. Second edition. Maidenhead: Open University Press.

Swedish Research Council (2017). *Good research practice.* Stockholm: Swedish Research council.

Peter, E., & Friedland, J. (2017). Recognizing risk and vulnerability in research ethics: Imagining the “what ifs?”. *Journal of Empirical Research on Human Research Ethics, 12*(2), 107–116.

World Medicine Association. Declaration of Helsinki – Ethical Principles for Medical Research Involving Human Subjects. Senast ändrad oktober 2013. <http://www.wma.net/en/30publications/10policies/b3/index.html>

Tillkommer gör ytterligare ca 100 s valbar litteratur.

**Course literature educational history**

Burke, Peter (2000). *A social history of knowledge: From Gutenberg to Diderot*: based on the first series of Vonhoff Lectures given at the University of Groningen (Netherlands). Cambridge: Polity.

Burke, Peter (2012). *A social history of knowledge II: From the Encyclopédie to Wikipedia*. Cambridge: Polity.

Christensen, Ivan Lind, & Ydesen, Christian (2015). Routes of knowledge: Toward a methodological framework for tracing the historical impact of international organizations. *European Education*, *47*(3), 274–288.

Depaepe, Marc, 2010. The ten commandments of good practices in history of education

research. *Zeitschrift für pädagogische Historiographie*, *16*, 31–49.

Grek, Sotiria, Landahl, Joakim, Lawn, Martin, & Lundahl, Christian (2020). Travel, translation, and governing in education: the role of Swedish actors in the shaping of the European education space. *Paedagogica Historica*, 1–22.

Herbst, Jurgen 1999. The history of education: State of the art at the turn of the century in

Europe and North America. *Paedagogica Historica*, *35*.

Jarausch, Konrad H. (1986). The old 'new history of education': A German reconsideration. *History of Education Quarterly*, *26*, 225–241.

Primus, Franziska, & Lundahl, Christian (2020). The peripherals at the core of androcentric knowledge production: an analysis of the managing editor’s knowledge work in The International Encyclopedia of Education (1985). *Paedagogica Historica*, 1–17.

Provenzo Jr, Eugene. F. (2012). *Culture as curriculum: Education and the international expositions (1876-1904). History of schools and schooling. Volume 2*. New York: Peter Lang.

**Kurslitteratur didactics**

Comenius, Johann Amos (1657/2018). *The great didactic.* Franklin Classics.

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

Hudson, Brian & Meyer, Meinert A. (Eds.) (2011). *Beyond fragmentation: Didactics, learning and teaching in Europe.* Leverkusen: Barbara Budrich Publishers.

Hopmann, Stefan (2015). ‘Didaktik meets Curriculum’ revisited: historical encounters, systematic experience, empirical limits. *Nordic Journal of Studies in Educational Policy, 1*, 27007, 14–21.

Illeris, Knud (Ed.) (2018). *Contemporary theories of learning: Learning theorists... in their own words*. London: Routledge.

Piaget, Jean (1976/2006). *Psychology of intelligence*. London: Routledge.

Klafki, Wolfgang (1995). Didactic analysis as the core of preparation of instruction (Didaktische Analyse als Kern der Unterrichtsvorbereitung). *Journal of Curriculum Studies, 27*(1), 13–30.

Skinner, Burrhus Frederic (1968/2014). *The technology of teaching*. B.F. Skinner Foundation.

Vygotsky, Lev Semenovich (1978). *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

Westbury, Ian (2000). Teaching as a reflective practice: What might didaktik teach curriculum? In [Ian Westbury](http://www.bokus.com/cgi-bin/product_search.cgi?authors=Ian%20Westbury), [Stefan Hopmann](http://www.bokus.com/cgi-bin/product_search.cgi?authors=Stefan%20Hopmann), & [Kurt Riquarts](http://www.bokus.com/cgi-bin/product_search.cgi?authors=Kurt%20Riquarts) (Eds.), *Teaching as a reflective practice – The German didaktik tradition* (pp. 15–39).Mahwah, NJ:Lawrence Erlbaum.

Öhman, Johan & Östman, Leif (2019). Different teaching traditions in environmental and sustainability education. In Katrien Van Poeck; Leif Östman and Johan Öhman (Eds.), *Sustainable development teaching: Ethical and political challenges* (pp. 40–55)*.* Routledge Studies in Sustainability. London: Routledge.

Östman, Leif & Öhman, Johan (in press). A transactional methodology for analysing learning. *Mind Culture and Activity.*

4 Teaching formats

Teaching on the course takes the following format:

- Self-studies

- Lectures

- Literature seminars

- Seminars where your own and others' texts are presented and discussed

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.

- three written assignments where the doctoral student, on the basis of curriculum theory (first task), educational history (second task), and didactic perspectives (third task) explains and reflects on the course literature. The assignments must also address the role of pedagogical research in and significance for societal development, and  
  
- a completed application for ethical review.

*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 admitted to Education at Örebro University. In second hand, 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

Transitional provisions

No transitional provisions apply.