

The role of the researcher in a multi- and transdisciplinary research field, 5 credits

Course description

The course aims to discuss and reflect on disciplinary research traditions and roles of the researcher. The purpose of the course is to give the students the possibility to orient and position themselves in a multi- and transdisciplinary research field, and be introduced to time planning, research ethics and peer review.

The course is organized in four one-day sessions taking place in Karlstad and Örebro during the period October 2023-April 2024. Between the sessions the students are expected to work on their own. The sessions are in lecture, seminar, and workshop format varyingly, and on the following themes:

- Disciplinary research traditions and trans-disciplinarity
- The role(s) of the researcher
- Planning the research process
- Positioning and peer reviewing

The course is graded with pass/fail and the assessment is based on an individual written essay assignment where the student presents and reflect on their own positioning in a discipline, a field of research and a researcher's role.

Eligible for the course are students enrolled in PhD education in university in Sweden or abroad, in either Human geography, a discipline in the WATCH research school or an adjacent discipline. Students in WATCH research school and the other Formas research schools have priority over other applicants.

For more information, contact Ida Andersson ida.andersson@oru.se or Moa Tunström moa.tunstrom@kau.se

Deadline for signing up for the course: October 6 2023 using this [link](#)

Readings

Bienkowska, Dзамila & Norrman, Charlotte & Nählinder, Johanna. (2010). Research, facilitate, evaluate – the roles of ongoing evaluation in triple helix projects. Triple Helix VIII Conference - International Conference on University, Industry and Government Linkages Madrid, Spain. (10s.)

Boström M, Andersson E, Berg M, Gustafsson K, Gustavsson E, Hysing E, Lidskog R, Löfmarck E, Ojala M, Olsson J, Singleton BE, Svenberg S, Uggla Y, Öhman J. (2018). Conditions for Transformative Learning for Sustainable Development: A Theoretical Review and Approach. *Sustainability*. 2018; 10(12):4479. <https://doi.org/10.3390/su10124479> . (20s.)

Bulten, E., Hessels, L.K., Hordijk, M. *et al.* Conflicting roles of researchers in sustainability transitions: balancing action and reflection. *Sustain Sci* 16, 1269–1283 (2021). <https://doi.org/10.1007/s11625-021-00938-7> (15s.)

Burman, Åsa (2018). *The doctoral student handbook: master effectiveness, reduce stress: finish on time*. First English edition [Stockholm]: Finish on Time Publications. (200s.)

- Ellström P-E. (2007). Knowledge creation through interactive research: A learning perspective. Paper presented at the HSS-07 Conference, Jönköping University, May 8–11, 2007. 12s.)
- Formas (2021) *Research for transformative and sustainable spatial planning. Strategic agenda for the national research programme for sustainable spatial planning*. R8:2021. (50s.)
- Helgesson, Gert & Bülow O'Nils, William. (2021). Research Integrity and Hidden Value Conflicts. *Journal of Academic Ethics*. 21. 10.1007/s10805-021-09442-0. (10s.)
- Johnsson, L., Eriksson, S., Helgesson, G., & Hansson, M. G. (2014). Making researchers moral: Why trustworthiness requires more than ethics guidelines and review. *Research Ethics*, 10(1), 29–46. <https://doi.org/10.1177/1747016113504778>. (18s.)
- Mobjörk, Malin & Berglund, Camilla & Granberg, Mikael & Johansson, Magnus. (2020). Sustainable development and cross-disciplinary research education: Challenges and opportunities for learning. *Högre Utbildning*. 10. 76-89. 10.23865/hu.v10.1942. (13s.)
- Mobjörk, Malin. (2010). Consulting versus participatory transdisciplinarity: A refined classification of transdisciplinary research. *Futures*. 42. 866-873. 10.1016/j.futures.2010.03.003. (8s.)
- Vetenskapsrådet (2017) *Good research practice*. Vetenskapsrådet. <https://www.vr.se/english/analysis/reports/our-reports/2017-08-31-good-research-practice.html> . (80s.)
- Wittmayer, J.M., Schöpke, N. (2014). Action, research and participation: roles of researchers in sustainability transitions. *Sustain Sci* 9, 483–496 (2014). <https://doi.org/10.1007/s11625-014-0258-4> (15s.)