

Didactics and Educational Theory as a Field of Research II: Subject-specific perspectives and introduction to systematic literature reviews, 7.5 credits

Didaktik som kunskapsområde och forskningsfält II: Ämnesdidaktik och introduktion till systematisk litteraturöversikt, 7,5 högskolepoäng

Course code:	FOUK030
Third-cycle subject:	Didactics
School:	UKK
Valid from:	2024-10-31
Established by:	Dean of the School
Decision date:	2024-10-08
Last modified:	--
Level	Third-cycle

Course objective

The aim of the course is to provide the doctoral students with an overview of subject-specific research within their own disciplinary or field-related area of focus, an ability to relate their own dissertation project to the existing areas of research, and an understanding of the purpose behind and methods for conducting a systematic literature review within the related area of research.

Course content

- Meta-theoretical perspectives on subject-specific educational research.
- Curriculum studies perspectives on key disciplines.
- Subject-specific educational theories on selection, sequencing and organization of content.
- Subject-specific educational theories about teaching, based on learning theories.
- Key studies and results within subject-specific educational research.
- Systematic literature review as method and as methodology.

Intended learning outcomes

After passing the course the doctoral student should be able to

1. Demonstrate knowledge of main directions within subject-specific educational research within their own disciplinary or field-related area of focus,
2. Demonstrate knowledge of main theories or frameworks within subject-specific educational research within their own disciplinary or field-related area of focus,
3. Demonstrate ability to critically scrutinize and assess opportunities of and limitations to the knowledge claims within the subject-specific educational traditions and/or applications of subject-specific educational theories and frameworks within their own disciplinary or field-related area of focus,
4. Demonstrate ability to formulate and substantiate search, inclusion and exclusion criteria for a systematic literature review within own their own disciplinary or field-related area of subject-specific educational research, based on existing research results, traditions and/or theories,
5. Demonstrate ability to ground their own dissertation work in one of the traditions within subject-specific educational research,
6. Demonstrate acumen into the relativity and historical contextuality of theories,
7. Demonstrate acumen into the applicability and limitations of theories.

The intended qualitative targets in relation to the Higher Education Ordinance, appendix 2.

Knowledge and understanding

For the Degree of Doctor, the doctoral student shall demonstrate:

- A1: broad knowledge and systematic understanding of the research field as well as advanced and up-to-date specialised knowledge in a limited area of this field.

Competence and skills

For the Degree of Doctor, the doctoral student shall demonstrate:

- B1: the capacity for scholarly analysis and synthesis as well as to review and assess new and complex phenomena, issues, and situations autonomously and critically,
- B2: the ability to identify and formulate issues with scholarly precision critically, autonomously, and creatively, and to plan and use appropriate methods to undertake research and other qualified tasks within predetermined time frames and to review and evaluate such work,

- B3: through a dissertation the ability to make a significant contribution to the formation of knowledge through his or her own research.

Judgement and approach

For a Degree of Doctor the doctoral student shall demonstrate

- C2: specialised insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used.

Teaching formats

Seminars.

Examination

GRU1, group assignment, 1.5 cr, concerning learning goals 1, 3, 6 and 7, Comparison of subject-specific educational traditions across disciplines and fields, grade Pass (G) or Fail (U).

SEM1, seminar, 2.5 cr, concerning learning goals 2, 3, 6 and 7, Description of a theory, a theoretically grounded framework or a methodology within subject-specific educational research, within own disciplinary or field-related area of focus, exemplified by a critical discussion of a research publication based on research with aforementioned theory, framework or methodology, grade Pass (G) or Fail (U).

SEM2, seminar, 2 cr, concerning learning goals 1, 2, 3, 5, 6, and 7, Presentation of own dissertation project in relation to existing main directions within subject-specific educational research, including a problematization of the project informed by main theories or directions, grade Pass (G) or Fail (U).

INL1, written assignment, 1.5 cr, concerning learning goals 4 and 5, Description of a research question as the basis for a systematic literature review, substantiated list of search terms, and substantiated list of in- and exclusion criteria, grade Pass (G) or Fail (U).

Grade

Two-graded scale U (Fail) or G (Pass).

Requirements

To participate in the course and the examinations included in the course, the applicant must be admitted to doctoral studies at Mälardalen University or other university.

Specific entry requirements

Completion of *FOUK027 Didactics and Educational Theory as a Field of Research* or comparable course.

Selection criteria

Doctoral students admitted to other subjects at Mälardalen University may be admitted to the course, subject to availability.

1. Doctoral students at Mälardalens University in the field of didactics
2. Doctoral students at Mälardalen University
3. Doctoral students at other universities

Transitional and other provisions

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