



UMEÅ UNIVERSITET

Reg. no.: PEDAG 4.1.4-96-24

# COURSE SYLLABUS

Education as an Academic  
Discipline

Pedagogik som vetenskap

Doctoral education: 7.5 credits

Established and approved by the Department of Education 14 June 2012, latest revision 1 September 2021.



## Education as an Academic Discipline, 7.5 credits

### Pedagogik som vetenskap

|                         |                         |
|-------------------------|-------------------------|
| Credits:                | 7.5                     |
| Responsible department: | Department of Education |
| Main field:             | Education               |
| Grading scale:          | Pass (G), Fail (U)      |
| Level of education:     | Doctoral                |

#### 1. Approval

This course syllabus was established and approved by the Department of Education on 14 June 2012 and its latest revision is from 1 September 2021. The course is one of the compulsory courses for doctoral and licentiate degrees in education.

#### 2. Content

Education is a scholarly discipline focused on expanding our understanding of the processes through which individuals are shaped and change in different social, cultural and historic contexts. Educational science examines different aspects of upbringing, education, learning, teaching and other processes that have an impact. Questions can include how and why different values, knowledge and skills arise, are maintained and change within and between generations, groups and individuals.

The course provides an introduction to the discipline of education and the areas it examines. The discipline's emergence and development are presented and discussed, together with the department's definition of education's objects of knowledge and study. The course includes the student formulating in writing and arguing for their own doctoral project in relation to the study object for the discipline of education.

#### 3. Expected learning outcomes

After completing the course, the doctoral student should be able to:

##### *Knowledge and understanding*

- demonstrate an in-depth knowledge of and understanding for education as a science and academic discipline.

##### *Skills and abilities*

- demonstrate familiarity with the emergence of education as an academic discipline and the areas it examines
- formulate in writing and argue for their own doctoral project in relation to the study object for the discipline of education.



Reg. no.: PEDAG 4.1.4-96-24

UMEÅ UNIVERSITET

### *Judgement and approach*

- value and assess educational research and their own doctoral work in relation to the objects of knowledge and study in education

#### 4. Entry requirements

Participation in the course requires that the student is admitted to doctoral studies in education or equivalent, or that the student has a doctoral project with education as its focus.

#### 5. Structure of instruction

Instruction is in the form of lectures and seminars. It is based on the course participants actively working through the reading list throughout the course. The doctoral student independently completes tasks, which are then reported in writing and orally. The doctoral student also reviews and discusses the written reports of the other students.

#### 6. Examination

Examination occurs throughout the course through several oral and two written assignments. Performance is assessed on a two-point grading scale, Fail or Pass.

#### 7. Credit transfer

Credit transfer is assessed on an individual basis and in accordance with applicable rules for doctoral studies.

#### 8. Reading list

The finalised reading list will be provided to doctoral students registered for the course at the course start.

##### Preliminary reading list:

Bailey, R., Barrow, R., Carr, D., & MacCarthy, C.(Eds.). (2010) The Sage Handbook of Philosophy of Education. London: Sage.

Kansanen, P. (1990). Education as a discipline in Finland. Scandinavian Journal of educational research, 34(4), 271-284.

Loughran, J. (2009). Is teaching a discipline? Implications for teaching and teacher education. Teachers and Teaching: theory and practice, 15(2), 189-203.

Schriewer, J. (2009) A comparative history of educational studies: will it ever be possible? (119-140). In L. Wiklander, C. Gustafsson, U. Riis, & L. Larsson. (Eds.) Pedagogik som examensämne 100 år. Uppsala Universitet.

Sjöstrand, W. (1967). Education as an academic discipline. Acta Universitatis Upsaliensis.

Säljö, R. (2009). Learning, theories of learning, and units of analysis in research. Educational psychologist, 44(3), 202-208.

Vislie, L., Popkewitz, T., & Bjerg, J. (1997). Pedagogy and educational research in Sweden—history and politics. An evaluation of Swedish research in education, 20-41.



Reg. no.: PEDAG 4.1.4-96-24

UMEÅ UNIVERSITET

Westberg, J. (2023). Bright Nordic Lights: a revitalised interdisciplinary history of education in the massified higher education of the Nordics. *History of Education*, 52(2-3), 330-354.

Another approximately 300 pages from selected parts of doctoral theses and articles published at the Department of Education.