



Kursplan

Samhällsvetenskaplig fakultet
Institutionen för tillämpad utbildningsvetenskap
Umeå universitet, 901 87 Umeå

Dnr
Datum

Sid 1 (4)

Introduktion till det utbildningsvetenskapliga fältet

Introduction to the Educational Sciences

Higher Education Credits: 7,5 hp

Kurskod:

Responsible Institution: Tillämpad utbildningsvetenskap

Area of Research: Utbildningsvetenskap

Level: Postgraduate

Evaluation / assessment: Fail, Pass

Fastställande

The course was established by the graduate committee of the School of Applied Educational Science, Umeå University and the syllabus was confirmed

Content

This course provides a general introduction to the field of educational science. It offers an overview of the emergence of educational sciences in Sweden and internationally, and of the various disciplines and theoretical assumptions that underpin educational research. The course examines the relationship between pedagogy and didactics in various disciplinary fields, the connections between education policy and education research, and the implications of these for researching educational work and practice. The course provides participants the opportunity to deepen their knowledge of research in relevant fields of work that include (but are not limited to) classroom practice. Students will be presented with developments in education research within several disciplinary fields. The important issue of ethics in education research will be discussed, and the students will be presented with opportunities to consider how policy frames research practice in their own field.

Learning outcomes

By the end of the course students will be able to:

- Demonstrate knowledge of the wide field of educational sciences in Sweden and internationally
- Identify and problematize education research within their own discipline and in relation to other disciplines in the field
- Identify the policy and ethics issues that pertain to their own field of educational research
- Relate their planned dissertation work to the field of educational science and be able to translate this knowledge into a written presentation

Prerequisites

Admission to the graduate program in a relevant subject area.

Course Design and Delivery

The course will be delivered by a combination of lectures, seminars, and student presentations.

Examination

Assessment will be based on the writing of a 3,500 word essay. In addition, regular attendance and active participation in seminars is expected.

Course Literature

Alexiadou, N., Arreman-Erixon, I., Dovemark, M., Holm, AS. Lundahl, L. & Lundström, U. (2016) Managing inclusion in competitive school systems: The cases of Sweden and England. *Research in Comparative and International Education*, 11(1), 13-33.

Berge, M. & Weilenmann, A. (2014) Learning about friction: group dynamics in engineering students' work with free body diagrams. *European journal of Engineering Education*. 39(6), 601-616.

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Biesta, G. (2011) Disciplines and theory in the academic study of education: a comparative analysis of the Anglo-American and Continental construction of the field. *Pedagogy, Culture & Society*, 19:2, 175-192.

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Ekborg, M., Ottander, C., Silfver, E., and Simon, S. (2013) Teachers experience of working with socio-scientific issues: A large scale and in depth study. *Research in Science Education* 43:599-617.

Erixon Arreman, I. Weiner, G. (2003) "I do not want to shut myself behind closed doors": Experiences of teacher educators in Sweden (1945-2002). *Journal of Research in Teacher Education*. No 3-4, p 87-106.

Erixon Arreman, I. (2005) Research as Power and Knowledge: struggles over research in teacher education. *Journal of Education for Teaching*, 31(3), 215-235.

Labaree, F. David (2003) The peculiar problems of preparing educational researchers. *Educational Researcher*, 32(13), 13-22.

Lingard, B. (2010) Defining educational research: A perspective of/on presidential addresses and the Australian Association for Research in Education. *The Australian Educational Researcher*, 37(1), 22-49.

Lindström, L. (2012) Aesthetic Learning About, In, With and Through the Arts: A Curriculum Study. *International Journal of Art and Design Education*, 31, (2), 166-179.

Niss, M. (2007) Reflections on the state of and trends in research on Mathematics teaching and learning: from here to Utopia", in ed. Frank K. Lester, Jr. *Second Handbook of Research on Mathematics Teaching and Learning*. Vol. 2 Charlotte, North Carolina (USA): Information Age Publishing, incorporated, pp. 1293-1312.

Quentin Dixon, Jing Zhao, Jee-Young Shin, Shuang Wu, Jung-Hsuan Su, Renata Burgess-Brigham, Melike Unal Gezer, Catherine Snow (2012) What we know about second language acquisition: A synthesis from four perspectives. *Review of Educational Research*, Vol. 82/1: 5-60.

Sporre, K. (forthcoming 2017): "Global Responsibilities and Ethics Education: To Be Assessed and If So How?", In eds. Franck, Olof & Lindskog, Annika, *Assessment in*



Ethics Education. Perspectives with Special Regard to National Tests in Religious Education in Sweden. Dordrecht: Springer.

Yaman Ntelioglou, B., Fannin, J., Montanera, M. and Cummins, J. (2014) A multilingual and multimodal approach to literacy teaching and learning in urban education: a collaborative inquiry project in an inner city elementary school. *Frontiers in Psychology*. 5:533. pp.1-10.