



## DEPARTMENT OF PEDAGOGICAL, CURRICULAR AND PROFESSIONAL STUDIES

### **CUL1802 Knowledge development and learning, 5 credits**

Kunskapsbildning och lärande, 5 högskolepoäng

*Third-cycle level / Forskarnivå*

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#### **Confirmation**

This syllabus was confirmed by the Department of Pedagogical, Curricular and Professional Studies on 2018-09-24, and was last revised on 2019-09-25. The revised course syllabus is valid from Autumn semester 2019.

#### ***Responsible Department***

Department of Pedagogical, Curricular and Professional Studies, Faculty of Education

#### **Entry requirements**

Qualified applicants are students who have been admitted to third-cycle studies at the University of Gothenburg or another higher education institution. Priority will be given to students admitted to the CUL graduate school.

#### **Learning outcomes**

Upon completion of the course, the student is expected to:

##### ***Knowledge and understanding***

- demonstrate an understanding of the theoretical approaches dealt with in the course
- analyze the relationships between theoretical approaches dealt with in the course and different forms of teaching

##### ***Competence and skills***

- establish critical perspectives on knowledge development and learning based on the theoretical approaches dealt with in the course
- critically discuss the limitations and opportunities of different theoretical approaches in relation to current research areas and results as well as to own and other participants' dissertation work

### ***Judgement and approach***

- demonstrate intellectual independence through the ability to critically relate to the theoretical perspectives in education that the course includes
- demonstrate in-depth insight into learning processes at individual and group level through considerations regarding the ways in which teaching can be problematized through the theoretical approaches used in the course

### **Course content**

The course deals with a number of theoretical approaches that are influential in the field of education, and discusses how these can be used as analytical tools to study learning, teaching and knowledge building. Learning processes at individual and group levels are examined, and through discussions the importance of language and participation, teaching for learning and knowledge formation is analyzed. The study of the theoretical approaches involves a critical approach and is related to the student's own dissertation work and the dissertation work of the other participants.

### **Types of instruction**

The teaching in the course consists of lectures and seminars.

#### ***Language of instruction***

The course is given in Swedish but can be given in English if necessary.

The course is given in Swedish and/or in English.

### **Grades**

The grade Pass (G) or Fail (U) is given in this course.

The grading comprises Pass (G), Fail (U) grades. Pass means that the learning objectives have been achieved.

### **Types of assessment**

The examination consists of writing an essay, disputation of an essay in addition to active participation in class sessions. In the essay, course participants discuss the limitations and possibilities of different theoretical perspectives in relation to their own thesis. The disputation involves a discussion of another participant's essay during the final seminar.

### **Course evaluation**

Course evaluation is conducted with the participants at the end of the course.