FOU1808 Research foundations of subject-matter didactics II, 7.5 credits
Ämnesdidaktikens vetenskapliga bas II, 7,5 högskolepoäng

Confirmation
This syllabus was confirmed by the Department of Pedagogical, Curricular and Professional Studies on 2018-09-24, and is valid from Autumn semester 2018.

Responsible department/equivalent
Department of Pedagogical, Curricular and Professional Studies, Faculty of Education

Entry requirements
To qualify for admission to the course, the student has to be registered as a PhD student. In the case where there are more qualified applicants than the number of seats, priority will be given to students at the Faculty of Education. Those eligible to apply are PhD students in subject-matter education and other related fields in the educational sciences. Applicants must also have completed the course Research foundations of subject-matter didactics I.

The course is obligatory for PhD students in subject-matter education, but can also be relevant to PhD students in related fields.

Learning outcomes
On successful completion of the course, the third-cycle student is expected to be able to:

Knowledge and understanding
• show themselves to be well-informed with regard to their field, through formulating, justifying and using relevant search criteria to identify literature for various research purposes that relate to a state-of-the-art presentation and discussion of the student's research question(s)

Competence and skills
• identify, reflect on and create contact points and relationships between the student's own subfield of subject-matter didactics and other subfields of subject-matter didactics, as well as the didactic tradition in general

**Judgment and approach**

• approach analyzing and reviewing literature in a scientific way, as well as producing a written account of the state of the art as it applies to the student's own field and research questions

**Course content**

The course continues from Research foundations of subject-matter didactics I, which explores the emergence of the Swedish, Nordic and continental subject-matter didactics tradition. Through both individual and collaborative work, this second course on subject-matter didactics aims to allow PhD students the opportunity to develop their understanding of their own position as researchers in relation to the state of the art of the wider field of subject-matter didactics. The PhD students will work on their own research questions and individually search for and select the literature that constitutes the majority of the literature used in the course. Both lectures and seminars will be used to create a common forum for critically analysing and discussing literature with the purpose of trying out, problematising and being inspired by various positions in and approaches to subject-matter didactics. For this reason, all PhD students are expected to actively engage with all subfields represented by participants in the course. This creates opportunities for broader discussions around subject-matter didactics. The requirement that each student should prepare a written presentation of their research question as it relates to the state of the art in their subfield, as well as gradually and continuously working to figure out how to make this presentation as clear and concise as possible, is supported by seminar discussions also focussed on the process of writing and crafting scientific arguments.

**Types of instruction**

Lectures and seminars

**Language of instruction**

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

If there are English-speaking students, the medium of instruction will be English.

**Grades**

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

The grading scale comprises the grades Pass (G), Fail (U). Pass means that the learning objectives have been achieved. Where necessary and upon request, a certificate stating the grade according to the ECTS scale can be issued.

**Types of assessment**

The course is evaluated through active participation in seminars, which involves being
sufficiently prepared ahead of the seminar so that discussions meet the course objectives. The course ends with a seminar discussion on the written examination assignment, where participants show that they have achieved the course objectives.

**Course evaluation**

Course evaluation is conducted together with the participants, partly on a continuous basis and partly at the end of the course. The evaluation will be taken into account in the implementation of the current course as well as in the development and planning of future courses.