



DEPARTMENT OF PEDAGOGICAL, CURRICULAR AND PROFESSIONAL STUDIES

FOU1809 Methodological challenges in educational research, 5 credits

Metodologiska utmaningar i utbildningsvetenskaplig forskning, 5 högskolepoäng

Third-cycle level / Forskarnivå

Confirmation

This syllabus was confirmed by the Department of Pedagogical, Curricular and Professional Studies on 2018-09-24, and was last revised on 2020-09-09. The revised course syllabus is valid from Autumn semester 2020.

Responsible Department

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

Entry requirements

The course is in the third cycle level at the Faculty of Education. Admission to the course requires admission to a postgraduate programme at the Faculty of Education or alternatively to another social or behavioral science postgraduate programme.

Applicants must also have completed the courses FOU1802 *Quantitative research methods in educational science*, 5 credits and FOU1820 *Qualitative research methods in educational science*, 5 credits and have passed. In the case that there are more qualified applicants than the number of seats, priority will be given to the students who have been admitted to graduate studies at the Faculty of Education.

The course is an obligatory course for PhD students in Child and Youth Studies, Education, Pedagogical Work and Subject Matter Education. The course is an optional course within the third cycle at the Department of Food and Nutrition, and Sport Science.

Learning outcomes

The course is primarily designed to develop the student's educational research methodology skills to a level that is expected of a PhD in the discipline. On successful completion of the course, the third-cycle student is expected to be able to:

Knowledge and understanding

- describe methodological challenges in educational research in relation to their foundations, methods involved and implications for knowledge claims
- explain the legal requirements and guiding principles for ethical issues in educational research

Competence and skills

- discuss how methodological challenges might impact prerequisites and consequences of educational research
- identify strategies to deal with ethical dilemmas and challenges that might emerge in various kinds of educational research contexts

Judgement and approach

- discuss the implications of methodological challenges in the PhD student's scientific research area and how to deal with these challenges
- address relevant ethical dilemmas and challenges in the PhD student's scientific research area

Course content

The course builds on the two mandatory methods courses: FOU1802 *Quantitative research methods in educational science*, 5 credits, and FOU1820 *Qualitative research methods in educational science*, 5 credits. The course aims to highlight methodological challenges in educational sciences and to consider the implications of quality issues, research design and knowledge claims. This is done through three themes: The first theme considers the implications of qualitative and quantitative methods from a theoretical, as well as from a quality perspective, in relation to educational sciences. The second theme highlights perspectives on research design where the method considerations are made according to criteria other than those solely within the framework of qualitative and quantitative methods, such as mixed methods and meta-analysis. The third theme covers educational research in terms of different knowledge claims and the implications of the research. The course also focuses on ethical dilemmas and challenges where both questions of law and reasonable interpretations of good practice are addressed.

Types of instruction

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

Types of assessment

The examination consists of writing an essay, disputation of an essay in addition to active participation in class sessions. The essay should critically analyze methodological challenges including research ethics, and discuss how they may relate to the student's own thesis research.

Course evaluation

Course evaluation is conducted with the participants at the end of the course. The evaluation is taken into account in the development and planning of future courses.