Theories and Methodologies, 7,5 ECTS
Teorier och metoder, 7,5 hp

Spring Term 2019

Course leaders:
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Administration, forskarutbildning@edu.su.se

Course book:

The aim of the course:
The aim of the course is to develop the participants’ ability and familiarity with theoretical elements, general scientific methodology, and the specific methods used in research in Education. The participant develops the ability to critically examine and evaluate current research and new and complex phenomena, questions and situations, put forward in current dissertations in Education.

Learning outcomes:
After the course, you should be able to:

- Describe and discuss criteria for a good PhD thesis in Education
- Critically examine three PhD theses in relation to the different criteria
- Describe and discuss critical aspects of the research process

Examination
The course will be assessed through participation in all seminars, individual papers and group tasks. The grades used are G (pass) or U (fail). Students will get feed-back for the shorter individual papers at each seminar. The final feed-notified of their grade within 15 working days, via email. Possible re-examinations are submitted upon consultation with the course leaders. In the following section the seminars, work tasks and exams will be further outlined.

Seminars

The course consists of six seminars held in room 2427. During the seminar, we will discuss critical aspects of the research process, the qualification of good research, criteria for a good thesis and critical examination of different theses. Students will be given five minutes to receive the responsible teachers’ oral feed-back on their individual papers after the seminar.

Work tasks and exams:

The course tasks include students’ own reading and reflecting on the course book and theses chosen to discuss at seminar, and further, group discussion before and after the seminars is expected. In addition, before and during the seminars, both individual and group tasks through oral and written modes are also embedded in our plan.

Individual papers

During the course, the PhD students should write five short papers (1000-1200 words each) and a final longer paper (4000-5000 words).

- The first two papers are related to the description and discussion of good research and the criteria for examining PhD theses from the reading of Scott & Usher (2011).
- In the other three short papers, the PhD students should critically examine three different PhD theses chosen by the PhD students themselves by group and critically examine them based on the different criteria for a good PhD thesis.
- The final paper is a meta-reflection over the relation between the research process, the criteria for a good thesis and critical aspects of the research process from the examples of the critical examining of the PhD theses.
The short papers should be sent to mondo, one week before each seminar. The draft of the final paper will be discussed at the sixth seminar to receive feedback from the course members and further a revision will need to be handed in to mondo before the 15th of June at 8 am. The grades will be given within 15 working days after the 15th of June.

**Group tasks**

The critical examination of the three PhD theses should also be discussed in groups (each group is composed by three PhD students). During the first seminar, the grouping will be arranged. At the second seminar, the groups should provide a list of three PhD theses that they would like to read and examine based on the criteria developed at the first seminar. They will also provide an idea over the criteria that they would like to use in their examination process.

During the third, fourth and fifth seminars, the groups should make a power point presentation on their critical examination in relation to the criteria and share their viewpoints with the other groups.

**Grading Criteria**

In order to receive a passing grade, the doctoral student must demonstrate in their final paper that they have fulfilled the learning outcomes of the course through:

- Present, analyse, and critically reflect on the main themes of the course, the course literature and the PhD theses; this should be done in a coherent manner and in relation to the doctoral student’s own thesis project.

- Demonstrate understanding of differences and similarities between the original hypotheses and methodologies as well as the analytical premises presented in the course concerning perspective, ethical considerations and different research traditions.

- Produce concise and coherent arguments in a grammatically correct fashion in order to demonstrate such attention to detail that is expected of scholarly work.
Demonstrate precision in writing correctly citing and referencing in accordance with the American Psychological Association (A.P.A.) System.

Plagiarism and self-plagiarism

Needless to say, one is allowed to cite other sources, but both direct and indirect quotes must always be referenced using correct and full references. Copying or extracting shorter or longer sections of text with the intention to present this text as one’s own work is prohibited. Such copying without referencing is considered plagiarism. Also, doctoral students are not allowed to cut and paste from previously submitted and graded texts. Re-using identical passages of text cut from previous graded work amounts to self-plagiarism.

Plagiarism is regarded a violation of established ethical regulations. It also involves a moral breach of the general approach towards one’s own and others’ texts. Plagiarism is cheating and may provide sufficient ground for suspension from an educational program. All course papers are submitted to Mondo and checked by the Urkund software to ensure their originality.
# Schedule:

The course consists of six seminars, for rooms see [Schedule Spring 2019](#).

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<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
<th>Tasks</th>
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<tbody>
<tr>
<td>Feb. 01</td>
<td>Before 5 pm</td>
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<td>Send an individual short paper (1000-1200 words) to Mondo based on the question ‘What is good research?’ Scott and Usher (2011) chapter 1-4.</td>
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<tr>
<td>Feb. 06</td>
<td>09:00-12:00</td>
<td>Seminar 1</td>
<td>Introduction of the course</td>
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<td>Introduction of the participants and their own research interests</td>
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<td>Grouping students (3 person per group)</td>
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<td>Group discussion on the course book, chapters 1-4: <strong>What is good research?</strong></td>
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<td>5 mins per person individual feedback will be given after the seminar by the course teachers.</td>
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<tr>
<td>Feb. 20</td>
<td>Before 5 pm</td>
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<td>Send an individual short paper (1000-1200 words) to Mondo based on the question ‘What is a good PhD thesis?’ Scott and Usher (2011) chapter 5-14.</td>
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<tr>
<td>March 6</td>
<td>9:00-12:00</td>
<td>Seminar 2</td>
<td>Discuss the course book, chapters 5-14</td>
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<td></td>
<td>a. What is a good PhD thesis</td>
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<td>b. Discuss criteria for examination</td>
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<td>c. Present three chosen theses</td>
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<td>Group presentations via power point on the theses list (choose 3 these per group based on international database and education related theses). <strong>Why these?</strong></td>
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<td>5 mins per person individual feedback will be given after the seminar by the course teachers.</td>
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<tr>
<td>March 20</td>
<td>Before 5 pm</td>
<td>Thesis 1</td>
<td>Critically examination of thesis 1.</td>
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| March 27     | 09:00-12:00   | Seminar 3 | Thesis 1  
Make a power-point presentation of the group discussion in relation to selected criteria for thesis 1.  
5 mins per person individual feedback will be given after the seminar by the course teachers. |
| April 17     | Before 5 pm   | Thesis 2 | Critically examination of thesis 2.  
Send an individual short paper (1000-1200 words) reflecting the examination of the first thesis in relation to the chosen criteria.  
Discuss the relevance of the chosen criteria for examination. |
| April 24     | 09:00-12:00   | Seminar 4 | Thesis 2  
Make a power-point presentation of the group discussion in relation to selected criteria for thesis 2.  
5 mins per person individual feedback will be given after the seminar by the course teachers. |
| May 8        | Before 5 pm   | Thesis 3 | Critically examination of thesis 3  
Send an individual short paper (1000-1200 words) reflecting the examination of the first thesis in relation to the chosen criteria.  
Discuss the relevance of the chosen criteria for examination. |
| May 15       | 09:00-12:00   | Seminar 5 | Thesis 3  
Make a power-point presentation of the group discussion in relation to selected criteria for thesis 3.  
5 mins per person individual feedback will be
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<tr>
<td>May 29</td>
<td>Before 5 pm</td>
<td>Final paper</td>
<td>Meta-reflections on <strong>What criteria are needed as a good PhD thesis: any criteria changed now from before?</strong> Send in an individual draft for the final paper, 4000 - 5000 words, to Mondo.</td>
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<td>June 5</td>
<td>09:00-12:00</td>
<td>Seminar 6</td>
<td><strong>Meta-reflections</strong> on good research through the examination of the theses and in relation to selected criteria. Mix the groups with <strong>new group members</strong> to share the reflection based on the past seminars and readings. Individual presentation with ppt at the seminar (20 mins each student: 15 mins oral and 5 min open for Q&amp;A) Final remark by the teachers and the whole group discussion 10 mins per person individual feedback will be given after the seminar by the course teachers.</td>
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<td>June 15</td>
<td>Before 8 am</td>
<td>The revised version of the final paper</td>
<td><strong>Send in final paper to Mondo!</strong></td>
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