



DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION

PDA085 Introduction to International Master in Educational Research, 15 credits

Introduktion till internationell masterutbildning i pedagogisk forskning, 15 högskolepoäng
Second Cycle

Confirmation

This course syllabus was confirmed by Faculty of Education on 2010-01-15 and was last revised on 2022-06-13 by Department of Education and Special Education to be valid from 2022-06-13, autumn semester of 2022.

Field of education: Social Sciences 100%

Department: Department of Education and Special Education

Position in the educational system

The course can be part of the following programme: 1) International Master's Programme in Educational Research (L2EUR)

Main field of studies

Education and Didactics

Education with Specialization in Educational Research

Specialization

A1N, Second cycle, has only first-cycle course/s as entry requirements

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Entry requirements

To be eligible for the course, *Introduction to the International Master in Educational Research*, the student must possess a first cycle degree in Social Sciences with a minimum of 60 higher education credits in Education, or an equivalent degree. Furthermore, the student must possess proficiency in English equivalent to English 6/English B in the Swedish upper secondary school with at least a pass mark, or a valid test of English as a foreign language, for example TOEFL or IELTS at equivalent level.

Learning outcomes

On successful completion of the course the student will be able to:

Knowledge and understanding

- explain how educational research may be distinguished from education as such;
- identify key concepts in educational research topics.

Competence and skills

- search and critically evaluate scholarly articles that investigate sustainable education as general (global) or particular (national or local) concern;
- investigate how the sustainability agenda applies, or might apply, to a current topic in education via a detailed and critical analysis of relevant scholarly articles.

Judgement and approach

- explore one's own research orientation (the student's ambitions, and/or the student's personal beliefs, about the nature of good research);
- clarify the research ethics and sustainability of one's research orientation.

The course is sustainability-related, which means that at least one of the learning outcomes clearly shows that the course content meets at least one of the University of Gothenburg's confirmed sustainability criteria.

Course content

The course introduces different ways in which educational research has been discussed and is organised. Educational research is exemplified through shared critical reading of texts taken from various contexts, with emphasis on studies that attempt to clarify the sustainability and globalisation of education. The course will encourage students to think critically and to engage in active and constructive critique of educational research. Students will furthermore consider the nature of 'good' research: this involves identifying and discussing attributes of good research and what benefits we expect to derive from it. Developing students' critical thinking and clear reasoning about educational research have a central place in the course.

Form of teaching

The course is taught in a combination of lectures and seminars.

Language of instruction: English

Assessment

Learning is assessed through the following assignments:

1. A written informal presentation of the student's motivation for joining the programme, his or her personal and professional experiences, and interests in educational research.
2. A draft scholarly essay (along with the option to discuss it in class before submission).
3. A final scholarly essay.

A student who has taken two exams in a course or part of a course without obtaining a pass grade is entitled to the nomination of another examiner. The student needs to contact the department for a new examiner, preferably in writing, and this should be approved by the department unless there are special reasons to the contrary (Chapter 6 Section 22 of the Higher Education Ordinance).

If a student has received a recommendation from the University of Gothenburg for special educational support, where it is compatible with the learning outcomes of the course and provided that no unreasonable resources are required, the examiner may decide to allow the student to sit an adjusted exam or alternative form of assessment.

In the event that a course has ceased or undergone major changes, students are to be guaranteed at least three examination sessions (including the ordinary examination session) over a period of at least one year, but no more than two years, after the course has ceased/been changed.

Grades

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U).

For the grade Pass, the assignments 1-3 must be graded a Pass (G).

For the grade Pass with Distinction (VG), assignments 1 and 2 must be graded a pass, while assignment 3 must be graded Pass with Distinction.

Course evaluation

Course evaluation is done in relation to the course learning outcomes and content and is done continuously during the course in the form of an individual network survey at the end of the course. The result and any changes in the course structure will be communicated to both the students who completed the evaluation and to the students who will begin the course.

Additional information

The course uses the University of Gothenburg's management learning system for different forms of digital communication. Access to a computer and the Internet is therefore required.