



DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION

PDA109 The field of action research, 15 credits

Aktionsforskning som forskningsfält, 15 högskolepoäng

Second Cycle

Confirmation

This course syllabus was confirmed by Department of Education and Special Education on 2011-03-28 and was last revised on 2020-11-27 to be valid from 2021-01-18, spring semester of 2021.

Field of education: Social Sciences 100%

Department: Department of Education and Special Education

Position in the educational system

The course is compulsory in the Master's (120 ECTS) programme of Nordic teaching and learning with a specialisation in action research. The course is given as a freestanding course in pedagogy at second cycle level.

Advanced level

The course can be part of the following programme: 1) Nordic Master's Programme in Education with orientation towards Action Research (S2PEA)

Main field of studies

Education

Specialization

A1F, Second cycle, has second-cycle course/s as entry requirements

Entry requirements

Bachelor's degree with 180 credits in the main field of study teaching and learning, teaching and learning and didactics or teaching qualification with at least 180 ECTS or degree from a human resource management programme with 180 ECTS give entry requirements. A Higher Education Diploma or Bachelor's degree in other main fields of study can, after special examination, give entry requirements if the degree project has had connection to the main field of study teaching and learning and didactics.

Furthermore, a pass grade of the compulsory course PDA104 is required (Action research and school development, 15 ECTS) or course with equivalent contents.

Learning outcomes

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

Knowledge and understanding

- state different scientific traditions and place action research among these traditions
- describe the characteristics of action research in relation to other research in social studies
- describe knowledge that has been acquired through studies in action research with relevance for educational sciences

Competence and skills

- seek information in databases in order to distinguish, describe and problematize some central aspects in the Nordic tradition within the field of action research
- developed presentations and argumentation through response and dialogue

Judgement and approach

- argue for the value of action research relatively other scientific traditions
- take position to questions about ethics and social relevance as regards research in the field of educational sciences

Course content

In the course the first part gives an historical overview of different specialisations within action research that, in turn, can be connected to specific action alternatives. The specialisations are treated in relation to scientific theoretical assumptions to provide an orientation of the placement of action research among scientific traditions. The second

part position the Nordic action research in relation to the international field of action research. A special focus is directed towards Nordic action research where the connection between studies in labour sciences and educational sciences are of particular concern. Ethical considerations as well as the relevance of action research studies is highlighted and problematized. The course also comprises the collaborative conversation as an expression for democratic knowledge formation.

Form of teaching

Forms of teaching in the course is lectures, seminars and literature seminars.

Language of instruction: Swedish

Parts of teaching and lectures in the Nordic languages and English may occur.

Assessment

The first topic of the course (theory of knowledge) is examined through a compulsory seminar where individual written bases are presented and discussed in small groups where other students are to give response to the arguments presented by the individual student in relation to the assignment. The second topic is examined through a compulsory written take-home exam in groups where a mapping of Nordic studies in action research is carried out on the basis of database searches.

On all examination occasions, supplementation of the examination assignment is allowed where required. Completion must be submitted within two weeks of the regular examination. Students who have not been able to attend compulsory examinations will receive an alternative examination assignment.

A student has the right to a change of examiner, if this is practically possible, if s/he has failed the same exam twice. The application shall be sent to the board of the department and has to be in writing.

If the student has received a recommendation from the University of Gothenburg for special pedagogical support, the examiner may, in case it is compatible with the course objectives and provided that unreasonable resources are not required, decide to give the student an adapted examination or alternative examination form.

In the case the course has undergone major changes, the student must be guaranteed at least three examination opportunities (including regular examination opportunity) for a period of at least one year, however, no later than two years after the course has ended / changed

Grades

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U). For the grade Pass (G), it is required that the student with a passed result has completed all elements that form the basis for examination. For the course grade Pass with Distinction (VG), in addition to passing all elements that form the basis for examination, it is required that the individual written assignment is assessed with the grade Pass with Distinction (VG).

Course evaluation

Course evaluation is done in relation to the course's learning objectives and content and is carried out at the end of the course through an individual written questionnaire on the course's learning platform. Results and any changes in the course structure shall be communicated to the students who completed the course evaluation and to the students who are to begin the course.

Additional information

Web-based information and communication via the University of Gothenburg's learning platform is used and access to a computer with an Internet connection is required.