

Course syllabus for PhD studies

1. Identification and course details		
1.	Course code	HUUV011
2.	Course title	<i>Critical and Creative Thinking in Educational Sciences: Perspectives and Application / Kritiskt och kreativt tänkande i utbildningsvetenskap: Perspektiv och tillämpning</i>
3.	Credits	<i>5 credits</i>
4.	Details of approval	<i>Approved in accordance with the rules of procedure and delegation at the Faculties of Humanities and Theology on 21 December 2021</i>
5.	Details of revision	

2. General information		
1.	Type of course and its placement in the educational system	<i>The course is compulsory for doctoral students at the SPETS graduate school. It is an elective course in the third cycle programme in Educational Sciences.</i>
2.	Language of instruction	<i>Swedish or English</i>

3. Learning outcomes		
		On completion of the course, the student shall be able to
1.	Knowledge and understanding	<ul style="list-style-type: none"> describe different theoretical perspectives on critical and creative thinking in higher education discuss how the different perspectives relate to one another and their own thesis.
2.	Competence and skills	<ul style="list-style-type: none"> critically assess their own research and that of others within educational sciences critically and creatively position themselves within their own research field.
3.	Judgement and approach	<ul style="list-style-type: none"> demonstrate, orally and in writing, nuanced and critical thinking in relation to the research in educational sciences self-critically reflect upon the implicit assumptions and premises that form the basis for their own thesis, as well as assess how these form knowledge building and can thus play a role in society's normative development.

		<ul style="list-style-type: none"> articulate, orally and in writing, their creative approach in their own thesis.
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4.	Course content	
1.	Brief description of the course and its content, including details of any sub-divisions in the course.	Within the framework of educational sciences research, different perspectives on critical and creative thinking in higher education will be presented and discussed. The course aims to increase the doctoral students' awareness of their own critical and creative thinking to help them develop this skill in relation to their thesis.

5.	Teaching and assessment	
1.	Teaching methods employed, including details of any compulsory components	<i>Teaching is in the form of compulsory lectures that include group discussions, as well as literature seminars.</i>
2.	Examination details	<i>Reflective writing assignments</i>

6.	Grades	
1.	Grading scale	<i>Pass – Fail</i>
2.	Grading of the complete course	<i>The requirement for a grade of Pass for the whole course is participation in all lectures and seminars and a grade of Pass on the reflective writing assignments. Being absent due to illness from one session at most can be made up through a written assignment.</i>
3.	Different grading scales for different parts of the course (if applicable)	

7.	Required reading	
1.	Reading list	<p>Davies, Martin, & Barnett, Ronald (Eds.) (2015). <i>The Palgrave Handbook of Critical Thinking in Higher Education</i>. New York: Palgrave MacMillan. (636 pages).</p> <p>Brodin, Eva M., & Frick, B. Liezel (2011). Conceptualizing and Encouraging Critical Creativity in Doctoral Education. <i>International Journal for Researcher Development</i>, 2(2), 133–151.</p> <p>Three research articles that the doctoral student selects based on instructions from the lecturer.</p>

8.	Other information
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1.	<i>The duration of the course is one semester and includes regular in-person meetings at the Department of Educational Sciences, Lund University.</i>
2.	<i>The course is also open to doctoral students in the Educational Sciences programme and related subjects at other higher education institutions.</i>