



# LUND UNIVERSITY

Joint Faculties of Humanities and Theology

## PhD course syllabus

1. Course details	
1. Course code	<i>HUUV009</i>
2. Course title	<i>Overview Course of Qualitative and Quantitative Research Methods within Educational Sciences</i>
Course title in Swedish	<i>Översiktskurs av kvalitativa och kvantitativa forskningsmetoder inom utbildningsvetenskap</i>
3. Credits	<i>10</i>
4. Details of approval	<i>Approved in accordance with the rules of procedure and delegation at the Faculties of Humanities and Theology 29 June 2016.</i>
5. Details of revision	

2. General information	
1. Type of course and its place in the educational system	<i>The course is a compulsory component of the third-cycle programme in educational sciences.</i>
2. Language of instruction	<i>Swedish</i>

3. Learning outcomes	
	On completion of the course, students shall be able to
1. Knowledge and understanding	<ul style="list-style-type: none"><li>• <i>account for different research methods and theories within the educational sciences and their application in the research field</i></li><li>• <i>discuss one key theoretical influence on their thesis project</i></li><li>• <i>account for a current quantitative study of relevance to the research field</i></li></ul>
2. Competence and skills	<ul style="list-style-type: none"><li>• <i>apply the methods of the specific research field in a final paper and conduct a discussion of them at a final seminar</i></li><li>• <i>independently and with scholarly precision identify and formulate issues and link them to appropriate methods</i></li><li>• <i>critically discuss the use of different qualitative methods such as action research, ethnographic research and methods from research in the arts</i></li></ul>

		<ul style="list-style-type: none"> <li>• <i>use interviews and critically discuss the execution and usefulness of the method</i></li> <li>• <i>design a questionnaire, perform a minor quantitative study and analyse the result</i></li> </ul>
3.	Judgement and approach	<ul style="list-style-type: none"> <li>• <i>discuss considerations of research ethics in their own research</i></li> <li>• <i>discuss the possibilities and limitations of research, its role in schools and higher education particularly and the responsibility of the individual for how it is used</i></li> </ul>

<b>4.</b>	<b>Course content</b>	
1.	Brief description of the course and its content including details of any sub-divisions	<i>The lectures and seminars of the course aim to provide students with knowledge and experience of methodological and theoretical influences on educational sciences research. Students are to apply and critically discuss different qualitative and quantitative research methods, such as questionnaires, interviews, archival studies, statistical methods, classroom studies and film.</i>

<b>5.</b>	<b>Teaching and assessment</b>	
1.	Teaching methods employed including details of any compulsory components	<i>The teaching consists of lectures, seminars and exercises. Two of the seminars are assessed.</i>
2.	Examination details	<i>The assessment is based on a paper by the student, which is to be presented and defended at a seminar, as well as on their critical review of a fellow student's paper. In addition, students are assessed on their application of quantitative and qualitative methodology at two seminars.</i>

<b>6.</b>	<b>Grades</b>	
1.	Grades	<i>The grades awarded are Fail or Pass.</i>
2.	Grading of the complete course	
3.	Modules and variations in grading (if applicable)	

<b>7.</b>	<b>Required reading</b>	
1.	Reading list	<i>Cohen, Louis, Lawrence Manion, Keith Morrison (2011), <i>Research Methods in Education</i>, Routledge, London (7th edition), approx. 550 pages.</i>

	<p>Poulson, Louise, Mika Wallace (2004), <i>Learning to Read Critically in Teaching &amp; Learning</i>, Sage Publications, London, pp 61–199.</p> <p>Field, Andy (2009), <i>Discovering Statistics using SPSS</i>. SAGE. Selections, approx. 75 pages.</p> <p>Jackson, Philip W. “The daily grind”, Ch 1 (pp.1–37) of Jackson, Philip W (1968), <i>Life in Classrooms</i>. New York: Holt, Reinhart and Winston.</p> <p>Jarvis, Peter “The paradox of living and learning in society”, Ch. 2 (pp 17–32) of Jarvis, Peter (1992) <i>Paradoxes of Learning. On becoming individual in society</i>. San Francisco: Josey-Bass.</p> <p>Lundgren, Ulf P, “Läroplansteori och didaktik”, in <i>Lärande, skola, bildning: grundbok för lärare</i> (2017), (pp 265–350, 715–721), Caroline Liberg, Ulf P Lundgren, Roger Säljö, Natur &amp; Kultur Akademiska</p> <p>Additional texts of approximately 175 pages may be added.</p>
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