



LUND UNIVERSITY

Joint Faculties of Humanities and Theology

Course syllabus for PhD studies

1. Course details		
1.	Course code	<i>HUUV003</i>
2.	Course title	<i>The Research Community in Schools – Schools in the Research Community</i>
3.	Credits	<i>5</i>
4.	Details of approval	<i>Approved in accordance with the rules of procedure and delegation at the Faculties of Humanities and Theology 5 November 2015.</i>
5.	Details of revision	

2. General information		
1.	Type of course and its place in the educational system	<i>The course is compulsory in the graduate school in the didactics of science and technology focusing on research communication, CSiS (Communicate Science in School).</i>
2.	Language of instruction	<i>Swedish including some components in 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"> • <i>provide an account of different specialisations and research traditions within the field of research communication</i> • <i>account for different research findings in the field and describe the interrelationship of research issues, methods and results</i> • <i>explain how popular science writing can affect learning</i>
2.	Competence and skills	<ul style="list-style-type: none"> • <i>analyse informal learning situations in the context of visits to science centres, museums and other informal learning environments</i> • <i>describe in writing their own experiences of visits to informal learning environments and relate them to research in the field</i>
3.	Judgement and approach	<ul style="list-style-type: none"> • <i>seek, review, summarise and discuss research texts of relevance to his or her own research project in speech and writing</i>

4. Course content		
1.	Brief description of the course and its content including details of any sub-divisions	<i>The course enables students to specialise in research communication through studying and discussing research publications and other texts of relevance to the research area. Students will discuss and problematise their own research projects in relation to previous research in the area. The course includes visits to science centres and museums, in the context of which the students are to analyse the conditions, possibilities and limitations for informal learning in these environments. Another important course component is that students on several occasions will have the opportunity to develop their ability to seek, discuss and critically review literature of relevance to their own research project. Furthermore, the students are to present their analyses of informal learning situations in several written assignments.</i>

5. Teaching and assessment		
1.	Teaching methods employed including details of any compulsory components	<i>The teaching consists of lectures, text seminars, study visits, written assignments and presentations.</i>
2.	Examination details	<i>The assessment is based on</i> <ul style="list-style-type: none"> • <i>active oral participation in seminars addressing the required reading</i> • <i>a written assignment in which the student demonstrates the ability to relate their own research projects to relevant theories of learning and communication and the competence and skills to relate their projects to current research in the area</i> • <i>individual oral and written presentation of the conditions, possibilities and limitations for learning in informal learning environments and of the students' own experiences of the study visits in relation to relevant texts</i>

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

7.	Required reading	
1.	Reading list	<p>A selection of approximately 1000 pages from the following list. Both required and elective reading is included.</p> <p>Reading list</p> <p><i>Books</i></p> <p>Falk, J. & Dierking, L. 2012. <i>The museum experience revisited</i>.</p> <p>Davidsson, E. & Jakobsson A. (Eds) 2012. <i>Understanding interactions at science centers and museums – approaching sociocultural perspectives</i>. Amsterdam: Sense Publishers</p> <p><i>Articles</i></p> <p>Achiam, M. 2015. <i>The selective uptake of ideas about out-of-school science education</i> http://curis.ku.dk/ws/files/141644576/Achiam_2015_Ecsite_.pdf</p> <p>DeWitt, J. & Storksdieck, M. 2008. <i>A short review of school field trips: Key findings from the past and implication for the future</i>. 11 (2)181–197, <i>Visitor studies</i>.</p> <p>Kiesel, J. 2003. <i>Teachers, museums and worksheets: A closer look at learning experience</i>. <i>Journal of science teacher education</i>. http://link.springer.com/article/10.1023%2FA%3A1022991222494?LI=true#</p> <p>Pelger, S. & Nilsson, P. <i>Popular science writing to support students' learning of science and scientific literacy</i>.</p> <p>Pendrill, A-M, Kozma C and Theve A, <i>Teachers roles during amusement park visits</i>. http://tivoli.fysik.org/fileadmin/tivolifysik/english/ICPE-EPEC_2013_Pendrill_Kozma_Theve.pdf.</p> <p>Pendrill, A-M. <i>Rotating swings - a theme with variations</i>, http://tivoli.fysik.org/fileadmin/tivolifysik/Liseberg/waveswinger/chainflyer_rev.pdf</p> <p><i>Reference texts:</i></p> <p><i>Material from the Tivoli amusement park and other texts from science centres and museums</i></p> <p><i>2–3 research articles in the field individually retrieved from databases by students</i></p>