

Course Description

Theory of Science (7,5 ECTS)

PEA462

Fall 2022

Course Leader: Rebecca Ye

Department of Education

Stockholm University
Department of Education
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Sweden

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General Introduction

The course deals with scientific theories as well as epistemological and methodological perspectives of relevance to international and comparative education. During the course, key scientific issues are processed based on the research field. The course also examines the comparative scientific reasoning that underpins how research questions and aims are established, paving the way for research in various theoretical knowledge fields such as sociology, anthropology and psychology, in relation to international and comparative education.

Contact Information

Lecturers

Rebecca Ye (rebecca.ye@edu.su.se), course leader

Malgorzata Malec Rawinski (malgosia.malec-rawinski@edu.su.se)

Rebecca Adami (rebecca.adami@edu.su.se)

Klas Roth (klas.roth@edu.su.se)

Course administrator

Stephanie Lisak (mastersprogramme@edu.su.se)

University Account and Athena

For information on how to activate your university student account, please visit:

<https://www.su.se/english/education/a-smooth-start/get-access-to-it-services-your-university-account-and-order-a-university-card>

Athena is a web-based learning and collaboration platform for courses at Stockholm University. You must have activated your student account and be registered for the course to have access to the Athena course page. The Athena page for this course will be made available to students registered for the course, no later than one week before the course begins. If you have difficulty accessing the Athena page for this course, please check first that you are registered for the course. Then contact the course administrator. The link to Athena is <https://athena.su.se/>



Course Structure and Content

The course combines lectures and seminars to achieve the learning outcomes. Lectures and seminars are structured around the main readings and students are therefore expected to contribute actively to the discussions based on reflections from reading the assigned literature for each session. It is highly recommended that students write a half-page reflection of the assigned literature for each session to bring to class as a basis for discussion.

At the seminars there will be the possibility to study the use of positivism, constructivism, hermeneutics, critical theory, pragmatism and feminism in educational research. Active participation in the seminars is based on careful reading of the selected research articles on the possibilities and limitations with different theoretical perspectives. The course also offers methodological reflections in educational research based on students' own research and theoretical interests with opportunity for collegial discussions in smaller groups. At the end of the course participants will deepen their understanding by contrasting theoretical perspectives through a course paper.

The course schedule is available on TimeEdit and the Athena course page.

Learning Objectives

After the course, the student is expected to be able to:

- Explain the use of core theoretical concepts
- Operationalise theoretical perspectives and account for their respective core assumptions
- Analyse the differences and similarities of theoretical perspectives
- Critically study the relevance of different theoretical perspectives to international and comparative education.

Examination and Grading

Each course participant shall submit a course paper assignment that shows their ability and capacities to reflect and formulate research aims and questions for a chosen topic within the field of international and comparative education, with theoretical perspectives discussed in the course. Course paper instructions will be provided during the first lecture and also uploaded on Athena.



Course paper deadline

The course paper submission date is 30 November 2022, 1600 hrs. The paper is submitted in the 'Course Assignment' folder on Athena.

Second Examination

Students who do not submit a course paper on 30 November 2022, who fail to submit their course paper by the due date, or receive an unsatisfactory mark in the course examination can submit an assignment during the second examination. The second examination will contain a new topic and new task.

Second Examination Dates

Assignment task will be posted on Athena on 30 January 2023.

The submission date is 20 February 2023, 1600 hrs. The paper is submitted in the 'Assignment' folder on Athena under "Second Examination". Please save the document as your Surname, First Name.

Third Examination

Students who do not submit a course paper on 20 February 2023, who fail to submit their course paper by the due date, or receive an unsatisfactory mark in the course examination can submit an assignment during the third examination. The third examination will contain a new topic and new task.

Third Examination Dates:

Assignment task will be posted on Athena on 3 April 2023.

The submission date is 24 April 2023, 1600 hrs. The paper is submitted in the 'Assignment' folder on Athena under "Third Examination". Please save the document as your Surname, First Name.

Plagiarism

It is permissible to cite other sources, but both direct quotes and indirect references to a text must always be provided with correct and complete referencing to the original source. Copying or writing a shorter or longer paragraph and stating yourself as the author of the text is prohibited. This is considered plagiarism. You may also not copy your own texts that have been used in other examinations, as this is considered self-plagiarism.

An example of plagiarism is copying text verbatim or almost verbatim (this includes parts of a text and/or individual sentences) and not indicating where the text originates from. Plagiarism is also when you use another person's text and make it appear that it is your own. For example, text found in the course literature and /or texts that you have found online, or another student's course paper. Plagiarism is regarded as a crime, not only against the established research ethics code, but also against upholding general regard towards one's own and others' texts. Plagiarism is unauthorized cheating and is always subject to disciplinary reporting, which can lead to suspension. At Stockholm University, texts are checked against a database.

Cheating

As a student at Stockholm University, you are responsible for your own education. Part of your responsibility includes knowing the rules that exist for study, examination and being on the university premises, and utilizing resources. According to the rules that apply to the university, disciplinary measures may be taken against students for:

- using unauthorized means, or otherwise attempt to, mislead an exam or when student performance is assessed otherwise;
- interfering with, or obstructing, teaching, tests or other activities within the framework of education.

Disciplinary matters are dealt with by the Stockholm University Disciplinary Board. The penalty may be a warning or suspension for a period of 1-6 months. Information on Stockholm University rules for examination and disciplinary cases can be found on Stockholm University's website www.su.se/regulations. Teachers are required to report a suspicion of cheating to the director of studies.

Attendance

In order for a student to be examined, they must have attended at least 80% of all compulsory course sessions, such as lectures and seminars. Student absences of more than 20% of the course sessions must be compensated via additional course assignments. If a student has attended less than 60% of the course sessions they have to re-take the course. Course paper instructions will be provided separately.

Grading Criteria

<i>Grading Scale</i>	
A.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in an excellent way. The student shows an excellent ability to describe, analyse and discuss the content of the course in an independent and reflective way. The text contains several references to the course literature and to other relevant texts that are well chosen to fit the context. The text is well structured, without any formal mistakes and with a language that signifies clarity and an effort to elaborate the text. The text should not be shorter or longer than the range prescribed in the course assignment. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
B.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in a very good way. The student shows a very good ability to describe, analyse and discuss the content of the course in an independent and reflective way. The text contains several references to the course literature and to other relevant texts that are well chosen to fit the context. The text is well structured, without formal mistakes and with a language use that signifies clarity and an effort to elaborate the text. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
C.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in a good way. The student shows good ability to describe, analyse and discuss the content of the course without major shortcomings. The text refers in a relevant way to the course literature and to other appropriate texts. The text is well structured, without any major formal mistakes and with a good language use. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
D.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in a satisfactory way. The student shows that they have achieved knowledge and understanding of the course content and ability to discuss this in an independent way. The text refers to the course literature. The text is structured in a satisfactory way, without any major formal mistakes and in an acceptable language. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
E.	The course paper demonstrates that the learning outcomes of the course have been fulfilled in a sufficient way. The student shows that they have achieved an acceptable knowledge and understanding of the course content, but with a limited ability to discuss this in an independent way. The text connects to the course literature. The text is structured in an acceptable way, without any serious formal mistakes and in an acceptable language. A course paper that is shorter or longer than the prescribed range will be affected in the grading.

Fx.	The course paper demonstrates that the required learning outcomes have not been fulfilled. Possible shortcomings could be: that the course literature is not covered in a sufficient way, analyses and discussions in the text are not convincing, the text is too close to the course literature, there is no link between own observations and the course literature / the content of the course, the text is difficult to understand due to inadequate language use, the disposition of the text makes it difficult to follow the text, references are incorrect or missing and/or the paper is much shorter or much longer than the prescribed length. A revision of the paper is needed.
F.	The course paper demonstrates that the required learning outcomes have not been fulfilled. Possible shortcomings could be those mentioned under F(x), but are so serious that they cannot be amended in a revision of the text. The course participant has to do a new course assignment that will be given by the course leader.

Course Evaluation

The course is evaluated through an online survey which will be made available at the end of the course.

Course Literature

The course literature will be made available on the course page no later than two months before the course begins.

Support during your studies

At Stockholm University, it is possible to receive extra support in addition to regular teaching.

Academic Writing Service

The Academic Writing Service provides English-language support for writing and study skills. They give talks and seminars and offer individual guidance. Their services are available free of charge to all students at Stockholm University. For more information visit: <https://www.su.se/english/education/student-support/academic-writing-service>

Studying with a disability

If you have a documented disability, e.g., dyslexia, you have the opportunity to receive special pedagogical support. Examples of support initiatives may be note-taking, audio books, extended exam time or sign language interpretation. You must apply for special pedagogical support from Student Support Office at Stockholm University



<https://www.su.se/english/education/student-support/studying-with-a-disability>

Once the application has been received, a coordinator will contact you to arrange a personal meeting. After speaking to the coordinator, you will receive a certificate describing types of support to be offered to you.

It is the responsibility of the student to contact the student counsellors at the Department of Education *before a course begins* in order to arrange for support. Their email address is studievagledare@edu.su.se. The student counsellors will then contact the course leaders with regards to the type of support the student will need.